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**Challenges in Integrating Digital Media into EFL Classrooms: A Case Study
of Third-Year LMD Students at the University of Ghardaia 2024/2025**

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Master's Degree in Didactics**

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Dedication

He who said, 'I am up to it,' attained it. The journey was not short, nor was it meant to be.

The dream was distant, and the path was far from easy. But I did it, I achieved it.

All praise, love, thanks, and gratitude be to Allah. By His grace, I now look upon a long-awaited dream that has become a reality I am proud of.

To my pure angel, my strength after Allah, my first and eternal supporter my mother, I dedicate this achievement to you. Without your sacrifices, it would never have come to be. I am forever grateful that Allah chose you for me a mother like no other, the truest support and greatest blessing.

To the one who supported me without limits and gave without expecting anything in return my father, may Allah bless you with a long life.

To those of whom it was said: "We will strengthen your arm with your brother." My brothers: Mohamed El-Amin, Abdelkader, and Abdelhakim, may Allah always keep you as a steadfast pillar by my side.

To the one who believed in my abilities and brought security to my days my older sister Fatima Zahra.

To the one who reminds me of my strength and stands behind me like my shadow my second sister Nawel.

May Allah preserve you all for me, always.

To my dear friends, thank you for being part of this unforgettable journey. I will always cherish the memories we created, the challenges we faced together, and the friendships that made this experience truly meaningful.

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To my family, whose silent sacrifices and limitless support have been the quiet force behind every step I've taken thank you. No words can measure the depth of my appreciation.

Abstract

This research aims to investigate the challenges of integrating the digital media into EFL classrooms. Digital media have become an essential part of modern education, offering innovative ways to enhance language teaching and learning. This study was conducted at the University of Ghardaia and adopted a descriptive research design to gain a comprehensive understanding of the challenges and opportunities associated with integrating digital media into EFL classrooms, using both quantitative and qualitative methods. Questionnaire was administered to 30 students, while semi structured-interviews were conducted with six teachers to gather in-depth insights. The findings revealed that despite the proven benefits of digital media in boosting student engagement, motivation, and academic performance especially through interactive tools, there are several challenges to their effective use. These include poor internet connectivity, lack of equipment, outdated infrastructure, and insufficient digital resources. Moreover, teachers reported a lack of training and institutional support, as well as time constraints that further challenge integration. The study also highlights the importance of providing professional training, digital tools, and institutional backing to promote a more consistent and effective use of technology in the EFL classroom.

Keywords: challenges, integrating, digital media, EFL classrooms.

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List of abbreviations

CLT: communicative language teaching.

CLT: Cognitive Load Theory.

CMC: computer-mediated communication.

EFL: English as a foreign language.

LMS: computer-mediated Learning management systems.

MALL: Mobile-Assisted Language Learning.

TBLT: Task-Based Language Teaching.

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General Introduction

General Introduction

1. Background of the study

In recent years, the integration of digital media into educational settings has become a focal point for innovation —especially in the field of English as a Foreign Language (EFL) instruction. With the rapid advancement of technology and the increasing accessibility of digital tools, educators and institutions are encouraged to integrate multimedia resources, interactive platforms, and online learning materials to enhance language teaching and learning outcomes. The use of digital media can foster engagement, promote autonomous learning, and provide diverse and authentic language input that goes beyond the traditional classroom environment. Despite its potential, the effective integration of digital media in EFL classrooms faces numerous challenges. These range from technical limitations and lack of institutional support to insufficient teacher training and student preparedness. In the context of Algerian higher education, particularly at the University of Ghardaia, the shift toward Integrating digital media into EFL instruction is still evolving. The LMD system aims to modernize education and align it with international standards, yet the practical implementation of these tools remains inconsistent. Third-year EFL students, as they approach the end of their undergraduate journey, are expected to engage with more complex language tasks, critical thinking, and research-based activities. Integrating digital media at this stage could greatly support their learning if implemented effectively. However, it is crucial to understand the specific barriers they and their instructors face in this process. This study seeks to explore the challenges encountered in integrating digital media into the EFL classrooms from the perspective of both students and educators. By focusing on third-year LMD students at the University of Ghardaia, the research aims to identify key challenges, evaluate the current use of digital tools in language instruction, and suggest potential strategies to improve and facilitate the integration process.

2. Statement of the purpose

The purpose of this study is to investigate the challenges associated with integrating digital media into English as a Foreign Language (EFL) classrooms, focusing specifically on third-year LMD students at the University of Ghardaia. The research seeks to identify key challenges faced by both teachers and students, understand the impact and current methods of

using digital media in EFL instruction, and propose practical recommendations for more effective integration of digital media in EFL classrooms.

3. Statement of the prolem

While digital media offers numerous benefits for language learning, its implementation in EFL classrooms in Algerian universities remains limited and inconsistent. At the University of Ghardaia, third-year LMD students often face a disconnect between their digital potential and the realities of classroom instruction. Factors such as lack of digital training, low motivation, limited access to technology, insufficient institutional support, lack of effective educational technology, and time constraints contribute to this issue. This study aims to address the problem by exploring the nature and causes of these challenges in a specific academic context.

4. Research Questions

This study deals with the following research questions:

1. What are the main challenges faced by both of EFL teachers and students in integrating the digital media into Third-year LMD classrooms?
2. How do digital media tools impact students language learning experience and academic performance?
3. What strategies can teachers and students do to overcome the challenges to effective digital media itegration in EFL classrooms?

5. Hypotheses

Concerning the main problem in this study, I hypothesize that EFL students face many challenges in integrating digital media in classrooms, such as limited access to technology, lack of viable educational technology, insufficient resources, and inadequate technology-related training. These challenges may reflect their weaknesses in using digital media tools effectively.

I also hypothesize that:

1. Both EFL teachers and students face significant challenges in integrating digital media into Third-year LMD classrooms.

2. The integration of digital media tools positively impacts students' language learning experiences and improves their academic performance in EFL settings.
3. The implementation of targeted training programs and collaborative strategies can effectively reduce the challenges to digital media integration for both EFL teachers and students.

6. Research Objectives

This study aim to achieve the following objectives:

1. To identify the challenges faced by EFL teachers and third-year LMD students in integrating digital media in language classrooms.
2. To assess the impact of digital media itegration on the language learning experience of third-year LMD students.
3. To propose solutions and strategies to overcome the identified challenges based on the findings.

7. Rationale

My rationale for choosing this topic is to investigate the challenges faced by EFL third-year LMD students in integrating digital media into their classrooms. In addition, I aim to explore how digital media integration impacts their language learning experience and to address the factors contributing to these challenges and propose solutions to overcome the difficulties in effectively utilizing digital tools for language learning .

8. Methodology

This research adopts a descriptive case study approach using both qualitative and quantitative methods, focusing on third-year LMD EFL students at the University of Ghardaia. Data will be collected through semi-structured interviews with third-year LMD EFL teachers and questionnaires administered to students. The qualitative and quantitative data will be analyzed thematically to identify common patterns and unique perspectives. This approach allows for an in-depth exploration of the real-life challenges encountered in digital media integration.

9. Structure of the Dissertation

The dissertation is divided into two parts: a theoretical part and a practical part. The theoretical part provides an overview of digital media integration in language learning, its scope, types, and the role of digital media in EFL learning. It also addresses the multimedia input, the development of language skills, and the benefits and challenges in integrating digital media into EFL classrooms. The practical part of the dissertation focuses on the analysis of the data obtained from questionnaire administered to students and semi-structured interviews conducted with teachers.

10. Significance of the study

The significance of this study lies in its potential to contribute to the understanding of the challenges faced by both students and teachers in integrating digital media into English as a Foreign Language (EFL) classrooms, particularly in the context of higher education at the University of Ghardaia. As digital tools become increasingly vital in language learning, this research aims to provide critical insights into how these technologies are being utilized or hindered within the classroom setting, with a focus on third-year LMD students. The study will identify key challenges such as limited access to resources, varying levels of digital literacy, and resistance to technological integration, offering a nuanced perspective on the specific challenges encountered. By examining students' experiences and attitudes toward digital media, the research will highlight how these tools can be better utilized to enhance students' language learning experiences and their academic performance. Ultimately, this study will not only advance the understanding of digital media's role in EFL classrooms but also contribute to the broader discourse on the integration of technology in education — particularly in contexts where such resources are often limited. The outcomes will also open avenues for future research, fostering an ongoing exploration of how digital tools can be adapted to better meet the evolving needs of language learners in diverse educational environments.

11. Limitation of the study

While conducting my research, I encountered several challenges that partially affected the data collection process. One of the main difficulties was the low level of student engagement with the online questionnaire. Initially, I did not receive a sufficient

number of responses, which required additional efforts, including visiting the University in person to follow up with students and distribute the questionnaire manually. Furthermore, I sent the semi-structured interview template to all third-year EFL teachers via email, but only two responded. Consequently, I had to visit the University to contact the teachers directly, which required considerable time and effort to obtain the necessary data. These challenges may have affected the sample size and diversity, which is acknowledged as one of the limitations of this study.

12. Definitions of terms

- **Challenges:** In this study, challenges refer to the barriers or difficulties that hinder the effective integration of digital media in EFL classrooms.
- **Integrating:** Integrating involves the process of incorporating digital media tools and resources into EFL teaching practices to enhance learning outcomes (Salam et al., 2023).
- **Digital Media:** Digital media refers to electronic tools and content used for educational purposes, including computers, mobile devices, educational software, and online platforms (Salam et al., 2023).
- **EFL Classrooms:** EFL classrooms are educational settings where English is taught as a foreign language other than mother tongue (Salam et al., 2023).

Chapter One: Literature Review

Digital Media In EFL Classrooms

1.1 Introduction

In today's digital age, technology is reshaping education, particularly in the field of English as a Foreign Language (EFL). The integration of digital tools provides flexible and personalized learning experiences that enable students to pursue self-directed study, **which lies at the core of autonomous learning** (Reinders & Benson, 2017). Autonomous learning allows learners to take control of their educational journeys, as it enhances metacognitive awareness and offers extensive exposure to the target language (Inayati & Karifianto, 2022). Beyond the classroom, technology-driven approaches are essential for fostering learner autonomy (Warni, Aziz, & Febriawan, 2021).

"English, as an international language, is a compulsory subject for college students" (Bahar & Husain, 2021). Today's college students live in a digital age, which has significantly influenced their cognition and learning styles. Kurniawati, Maolida & Anjaniputra (2018) found that 72.9% of students utilize digital media (computer and internet) in their daily activities.

The widespread use of digital technology has made it a common trend to assist EFL teaching. In the current EFL teaching, how to apply advanced digital media in EFL classroom and how to optimize teaching activities through digital tools has become a critical issue for EFL teachers and students (Erlam, Philp, & Feick, 2021).

This chapter aims to examine the role of digital media in shaping modern EFL Learning practices and to highlight the opportunities and challenges it presents for both educators and students in the digital era.

1.2 Definition Of Digital Media

Broadly defined, digital media refers to content that is created, stored, and shared in digital formats through electronic devices such as computers, tablets, and smartphones. It encompasses a range of media types including text, audio, video, and interactive platforms. The processing of text, sound, moving images, still images, and moving video are all examples of digital media (Lievrouw & Livingstone, 2006).

Digital media for instructional purposes refers to instructional content in digital form (such as text, images, or multimedia) shared via the internet, which includes teaching

materials aimed at improving instructional effectiveness (Puentedura, 2014). According to Ali, Yunus, Alshaikhi, and Aliia (2025), explain that digital media consists of digital tools (computer, laptop, mobile phone) provided online (via the internet) or offline, plays an increasingly vital role in English as a Foreign Language (EFL) classrooms, reshaping how language is taught, learned, and practiced.

According to Erlam, Philp, and Feick (2021), digital media is distinguished by its machine-readable format, which enables it to be easily modified, reproduced, and disseminated across various platforms. In the EFL context, this translates into more dynamic and personalized language learning experiences.

Manovich (2001) also underscores the programmable nature of digital media, which supports adaptive learning systems that can tailor content to individual learner needs.

Together, these perspectives highlight the way in which digital media supports multimodal, interactive, and student-centered learning environments that are particularly beneficial in the EFL classroom.

1.3 Historical Overview Of Digital Media Integration In Language Learning

The integration of digital media in the teaching and learning process of English as a Foreign Language (EFL) has significantly transformed teaching practices over the past decade. Historically, traditional classroom environments positioned teachers as the primary sources of knowledge provision, enforcing a one-way flow of information to passive learners. However, advances in digital technology have encouraged more interactive, student-centered models of learning. Electronic media such as social media sites and other electronic resources are increasingly recognized not only as secondary tools but also as integral tools that enrich the language learning experience. (Mardiana, 2020).

1.3.1 Early Audio-Visual Tools (1950s–1970s)

In the early stages of teaching EFL, technology was primarily used to support behaviorist pedagogy, where repetition and memorization were given priority. Technology such as reel-to-reel tapes, slide projectors, and filmstrips was used in language laboratories, where students practiced listening and pronunciation skills through imitation of native speakers (Stempleski & Tomalin, 1990). Although these technologies offered limited interactivity but laid the foundation for further sophisticated use of media in language learning.

1.3.2 Multimedia and CD-ROM Era (1980s–1990s)

The rise of personal computing prompted the emergence of multimedia language learning software like Rosetta Stone and Tell Me More, which combined text, sound, image, and video. These software programmes marked a shift away from repetition drills towards communicative language learning with an emphasis on contextualized input and interactive practice (Brett, 1997). While still limited in collaborative capabilities, they gave more freedom and multi-sensory access to EFL learners.

1.3.3 Internet and Online Content (Late 1990s–2000s)

The advent of the Internet profoundly increased the availability of authentic English content. The invention of the internet and the subsequent rapid proliferation of personal computers opened new doors to learning English outside the confines of the classroom confines. Online courses and English language websites quickly proliferated, offering the advantage of allowing students to learn English at their own pace, from anywhere in the world. These websites provided access to an enormous collection of resources, including interactive practice drills, video courses, and discussion boards where students could practice the language with other students and native speakers (Godwin-Jones, 2005).

1.3.4 Web 2.0 and User Participation (2005–2015)

With the evolution of Web 2.0 technologies, students shifted from passive consumers to active participants. EFL instruction increasingly made use of blogs, wikis, YouTube, and social media platforms, which allowed students to produce and share language-related content. The participatory paradigm fostered collaboration, peer interaction, and the

acquisition of digital literacy, which is closely aligned with sociocultural theories of learning (Warschauer & Grimes, 2007; Lee, 2009).

1.3.5 Mobile Learning and Multimodal Platforms (2015–Present)

Over the past ten years, mobile technology and social media have emerged as indispensable tools in EFL learning. Mobile apps such as Duolingo, Hello Talk, and Tandem enable immediate communication and personalized learning experiences. Social media platforms such as TikTok and Instagram expose learners to real culturally situated English content. These trends align with multimodal learning and multiliteracies pedagogy, whereby language is constructed and interpreted through varied forms of media (Pegrum, 2014; Hafner, 2014).

1.3.6 Post-Pandemic Digital Acceleration (2020–Present)

Teaching English as a Foreign Language (EFL) underwent a major transformation during the COVID-19 pandemic, which accelerated the integration of digital media in EFL globally. Online tools such as Zoom, Padlet, Flipgrid, and Google Classroom became essential for maintaining instruction during lockdowns. Teachers increasingly used tools such as video-based lessons, asynchronous discussions, and interactive digital storytelling to enhance engagement and learning outcomes. This shift marked the beginning of a new age of education, in which flexible and blended learning environments combine in-person and online instruction (Hodges et al., 2020; Ali, 2020).

1.4 Scope of digital media in EFL classrooms

The scope of digital media in English as a Foreign Language (EFL) classrooms has been developing and has evolved rapidly over the past few years, driven by technological growth and the need for interactive, flexible, and engaging learning materials (Stockwell, 2010; Thorne & Payne, 2005). Digital media encompass a wide range of tools such as videos, audio recordings, online games, social media, virtual reality (VR), mobile apps, blogs, and interactive whiteboards. These technologies provide EFL teachers with an opportunity to create active and contextualized learning environments that extend to learners beyond the traditional classroom setting.

the key areas where digital media is transforming EFL classrooms:

1.4.1 Enhanced Engagement and Motivation

Digital media play a key role in increasing students' engagement and motivation in EFL classrooms. Tools like interactive games, videos, and podcasts make learning more stimulating and relevant to students' real-world experiences, as it can capture students' interest and promote active participation (Chapelle, 2003). These tools allow EFL learners to engage with authentic language content, offering exposure to real-world contexts (Vurdien, 2013). Moreover, according to Godwin-Jones (2018), the interactive and multimodal nature of digital media not only caters to different learning styles but also taps into students' inherent interest in technology, thus enhancing motivation. For example, using YouTube videos of English-speaking influencers can help learners practice listening. These authentic videos captivate students' attention and expose them to real-life language usage.

1.4.2 Access to Authentic Language Input

Digital tools expose students to authentic English content, a key ingredient in language learning. Via media such as podcasts, online news, and social media, students are exposed to natural use of language, slang, idiomatic expressions, and dialectical variation, all of which contribute to a richer understanding of English. This exposure helps bridge the gap between classroom English and the language as used in the real world (Godwin-Jones, 2018). As Jenkins (2017) describes, integrating digital media in EFL classrooms provides students with functional language skills by presenting authentic material typically used by native speakers. For example, Podcasts are a perfect example of providing authentic language input, which helps them understand how English is used in everyday conversations, including slang, idioms, and varying accents. Similarly, reading blog posts or tweets by native English speakers on platforms like Reddit or Twitter further reinforces their language skills.

1.4.3 Fostering Collaborative and Communication Learning

Digital media tools such as social media, forums, and video conferencing enable collaborative learning among EFL learners. Learners are able to communicate with peers across the globe, participate in language exchange programs, or communicate through virtual platforms, providing instant communication opportunities in English. According to Warschauer (2019) and Thorne (2008), these tools not only facilitate cooperation but also promote language learning through social interaction in a natural environment and bridge the

gap between classrooms and real-world usage to facilitate social and cultural exchange. For example, Students can participate in online messaging programs or video chats via Zoom or Skype with EFL learners in other countries or use platforms like Padlet or Flipgrid to share video presentations or responses on language practice topics. This promotes group work and peer learning, as students discuss meaning, choose appropriate vocabulary, and provide constructive feedback to each other. This also increases exposure to real language through meaningful, technologically-mediated interaction (Warschauer, 2019).

1.4.4 Development of Language Skills

Digital media has revolutionized teaching and learning of English in EFL classrooms by offering interactive, flexible, and authentic environments for the development of the four main language abilities: reading, writing, listening, and speaking. Digital media offers learners exposure to a large variety of multimodal materials that allow them to engage with the language in contexts that are realistic and at their own pace (Hockly, 2013).

Listening skills: Students can listen to episodes from the “BBC Learning English” podcast, which presents dialogues and vocabulary in real-life scenarios, offering rich exposure to spoken English. In class, teachers use Edpuzzle to embed questions in videos from TED Talks to check comprehension in real time. These tools not only facilitate cooperation but also create natural language learning environments through social interaction, bridging the gap between classroom learning and real-world application. According to Vandergrift and Goh (2012), such platforms “offer rich exposure to spoken English, enabling learners to develop better comprehension and pronunciation awareness”.

Speaking Skills: Using Google Voice Typing or the speech feature in Duolingo can help students practice pronunciation and sentence construction, while Flipgrid allows students to engage in video role-plays, responding to prompts with spoken videos and providing peer feedback. These digital tools enable low-anxiety speaking practice, enabling students to receive immediate feedback and develop their skills in a safe and supportive space (Godwin-Jones, 2011, 2018).

Reading Skills: Students use Newsela to read English news articles tailored to their proficiency level, often accompanied by comprehension quizzes to reinforce understanding. Teachers supplement this with short stories from Project Gutenberg or Oxford Bookworms

eReaders, integrating vocabulary exercises to enhance language acquisition. As Grabe and Stoller (2013) note, "Digital reading platforms allow learners to interact with texts in more dynamic, personalized ways," highlighting the benefits of technology in supporting differentiated and engaging reading experiences.

Writing Skills: Students create personal blogs on platforms like WordPress, or Blogger to publish reflections and stories in English, while in class, they collaborate on essays using Google Docs, receiving real-time feedback from teachers through comments and suggestions. As Hyland (2015) suggests, "writing becomes more purposeful and collaborative when supported by digital tools" (p. 70).

1.4.5 Personalized Learning and Autonomy

Digital media facilitates individualized learning experiences. Tools such as language apps (e.g., Duolingo, Babbel) and adaptive learning platforms allow learners to control their own pace. They can reviewing sections that are challenging and progressing at a rate suitable to individual needs and receive tailored feedback. This individualization allows learners to exercise greater control over learning, developing autonomy and confidence. Dabbagh and Fake (2017) discuss how personal learning environments and digital tools impact self-regulated learning, while Peng, Ma, and Spector (2019) highlight the role of adaptive learning in personalized digital environments. Furthermore, Mirari (2022) asserts that adaptive learning systems are aligned with learner-centered pedagogical principles, which focus on tailoring educational experiences to individual needs.

1.4.5.1 Adaptive Language Apps for Self-Paced Learning

An intermediate EFL learner using platforms like Duolingo or Rosetta Stone experiences personalized learning as the app adjusts task difficulty based on their performance. If the learner frequently makes grammatical errors, the system provides extra practice in those specific areas, while mastery leads to more challenging vocabulary and sentence structures. Progress is tracked through daily streaks, XP points, and language level indicators, allowing learners to set their own weekly goals. This dynamic approach offers both personalization, by tailoring content to individual needs, and autonomy, by giving students control over their pace and objectives (Godwin-Jones, 2017; Stockwell, 2012).

1.4.5.2 Self-Directed Vocabulary Learning with Multimedia Tools

Tools such as Quizlet, allow learners to take charge of their language development by creating customized vocabulary sets based on their personal interests, including travel, technology, or business English. Students can enhance these sets by adding images, audio, and example sentences, which help reinforce the words in context. Quizlet offers various practice modes, such as flashcards, matching games, and spelling quizzes, and tracks progress to help learners focus on their weaker vocabulary. This approach promotes autonomy, as learners have control over the content they study and the types of practice they engage in, while also fostering personalization through thematic learning (Reinders & White, 2016).

1.4.5.3 Learning Portfolios Using Google Sites or Blogs

Students are tasked with creating their own e-portfolio using Google Sites or WordPress, where they upload weekly reflections, writing assignments, speaking recordings, and vocabulary journals. They decide which materials to include and how to organize them, while setting personal goals, such as improving the use of transition words, and tracking their progress over time. This approach gives students control over the documentation of their learning, cultivates metacognitive awareness, and enables the creation of personalized learning paths, as suggested by previous research (Zubizarreta, 2009; Boud & Falchikov, 2007).

1.4.6 Supporting Differentiated Learning

One of the most powerful contributions of digital media for teaching EFL is that digital media can support differentiated instruction, a term that describes modifying content, process, and assessment to match the diverse needs of students (Tomlinson, 2001). For the majority of EFL classrooms, students often differ in their language proficiency, rate of learning, interests, and learning style. Digital media allow teachers to respond to multiple needs using flexible, adaptive, and multi-modal learning activities (Anderson, 2008).

1.4.6.1 Differentiation by Language Proficiency

An EFL instructor can use Newsela, a digital platform offering the same news article at varying levels of reading difficulty, to differentiate instruction. Beginners might read a simplified version of a climate change report at around a Lexile level of 600L, while

intermediate students engage with the same topic but with more complex vocabulary at a Lexile level of 900L. Advanced students read the original article, which may have a Lexile level of approximately 1200L. This approach ensures that each student interacts with the same core content, but in a format that aligns with their language proficiency, allowing for better comprehension and engagement (Tomlinson, 2011).

1.4.6.2 Differentiation by Learning Style

During the vocabulary lesson, learners can engage in activities tailored to their learning styles: visual learners can create a mind map on Canva using icons and synonyms, auditory learners can use YouGlish to hear words in real-life contexts, and kinesthetic learners can conduct a vocabulary search with Quizlet Live. According to Fleming and Mills (1992), learning is enhanced when teaching strategies align with the learner's preferred learning style, and digital tools help facilitate this personalized approach.

1.4.7 Enhancing Critical Thinking

Digital media plays a significant role in fostering critical thinking and learner autonomy in EFL classrooms. By providing students with access to diverse sources, interactive platforms, and problem-solving tasks, digital tools encourage learners to evaluate information, make independent decisions, and reflect on their own language use. These skills are essential not only for language acquisition but also for preparing learners to function in a global, information-rich world (Little, 2007). For example, teachers ask students to read two opposing opinion articles from sources like CNN and Fox News, and then write a compare-and-contrast essay that analyzes the bias and tone of each piece using tools such as Padlet or Google Docs. This process encourages the development of critical thinking skills, as outlined by Facione (2015), which include interpretation, analysis, inference, and explanation—skills that can be honed through such digital media activities.

1.4.8 Cultural Awareness

Digital media introduces EFL students to diverse cultures through authentic resources such as films, news outlets, social media, and blogs, helping them gain a deeper understanding of global cultures and perspectives, an essential component of intercultural communicative competence. Kern (2004) highlights how digital tools expand learners' cultural awareness by offering direct exposure to cross-cultural environments, something

traditional textbooks often fail to provide. For example, students can watch short films or vlogs from English-speaking countries on YouTube to explore local slang, food, and holidays, or engage with posts about daily life on platforms like Instagram or Facebook and discuss them in class. As Kern notes, Technology connects learners to cultural perspectives in ways that traditional methods struggle to do (Kern, 2004).

1.4.9 Flipped Classroom Models

Digital media facilitates the adoption of flipped classroom models, where learners engage with content before class through videos, reading assignments, or podcasts, followed by collaborative work in class, such as discussions or problem-solving. This blended approach of online and face-to-face learning has been shown to enhance language skills by increasing learner engagement and interaction. Bergman and Sams (2014) provide evidence of the effective use of flipped classrooms in language teaching contexts. For example, students might watch a grammar tutorial on Edpuzzle at home and then complete speaking activities in class, or teachers could assign listening tasks using podcasts or songs before class and practice dialogue and usage during lessons. According to Bergman and Sams (2014), flipping the classroom through digital tools leads to higher engagement and better classroom use.

1.5 Digital Tools In Language Acquisition

Digital tools in language learning refer to a wide range of technology-based applications and platforms that are used to support and enhance the process of learning a new language. These tools facilitate learner autonomy, motivation, and access to authentic language input, making the learning process more engaging and effective (Godwin-Jones, 2011, 2018; Stockwell, 2013).

1.5.1 Language Learning Platforms

Language learning platforms provide structured lessons that aim to create language proficiency. They utilize gamification, spaced repetition, and multimedia in an effort to engage the learners (Muley Vilamu, 2021; Busuu, 2024; Lafleur, 2023). The platforms break down the process of learning languages step by step from beginner levels to advanced levels (Muley Vilamu, 2021; Lafleur, 2023).

Examples:

- **Duolingo:** It provides gamified lessons through which learners acquire vocabulary, grammar, and pronunciation. The application adapts using algorithms based on the level and the pace of the learner (Vesselinov & Grego, 2012).
- **Babbel:** Focuses on real-life conversations and grammar practice. Helps learners progress through customized lessons, that focus on vocabulary applied in day-to-day circumstances (Babbel, n.d.).
- **Rosetta Stone:** Follows a simulation method, teaching learners step by step by introducing them to vocabulary and grammar structures without direct translation, simulating the way a child learns a first language (Harahap, Sari, Ramadhani, Safriyani, & Harahap, 2020).
- **Busuu:** Provides language lessons and native speaker conversation practice. It enables learners to get feedback from other users, which makes their learning more efficient. A study by Vesselinov and Grego (2016) found that learners who spent just 16 hours using the platform showed measurable improvements in their language skills.

Function: These tools offer dynamic, interactive lessons that use repetition, quizzes, and multimedia activities such as listening, speaking, and writing exercises. They often include speech recognition to assess pronunciation accuracy. The use of personalized learning paths, cultural context, and encouraging exercises (e.g., gamified quizzes) helps to build language capability (Godwin-Jones, 2017).

1.5.2 Vocabulary and Grammar Tools

These tools are designed to cater particularly to learning vocabulary and grammatical understanding. They provide learners with opportunities to practice repeatedly, and keep track of progress in learning vocabulary and grammatical structures (Nation, 2001).

Examples:

- **Quizlet:** A tool that uses flashcards and various modes (e.g., matching games, tests, and timed quizzes) to practice vocabulary learning. It's effective for memorization and retrieval through spaced repetition (Waluyo & Bucol, 2021; Serfaty & Serrano, 2024).
- **Grammarly:** writing software that provides instant feedback to users on grammar, punctuation, spelling, and style in written text. It helps students improve their written

language by identifying and correcting errors in real time (Llausas, Ruiz, Ayucan, & Evardo Jr., 2024).

- **NoRedInk:** A software program that adapts to individualized grammar learning needs through adaptive drills. It helps students focus on specific areas of difficulty and provides immediate feedback for grammar improvement (NoRedInk, n.d.).

Function: These tools are primarily of interest for vocabulary memorization and grammatical accuracy. They will often employ spaced repetition and personalized content to aid in learning and to expose learners to material at the appropriate level. In addition, immediate feedback in grammar helps learners avoid recurrent mistakes and enhance writing (Waluyo & Bucol, 2021; Serfaty & Serrano, 2024; Llausas, Ruiz, Ayucan, & Evardo Jr., 2024; NoRedInk, n.d.)

1.5.3 Listening and Speaking Tools

These tools are designed to promote listening comprehension and speaking skills. They provide opportunities for learners to practice pronunciation, intonation, and conversational English using audio and interactive formats.

Examples:

- **VoiceThread:** An interactive platform where students can create and share multimedia presentations, voice comments, and discussions. It is used to practice speaking and listening together (Fadeeva, V. A. 2017).
- **ELSA Speak:** An artificial intelligence-powered pronunciation-training application with real-time feedback in comparison with native speakers. It is particularly well-suited for the improvement of fluency and accuracy (Rinaepi, R., Triwardani, H. R., & Azi, R. N. 2022).
- **YouTube/TED-Ed:** YouTube and TED-Ed are platforms that provide authentic English input in the form of educational videos, podcasts, and talks, ideal for listening comprehension. TED-Ed complements learning with integrated comprehension questions and lesson plans (Liu, 2023; Pratama, Arifin, & Widianingsih, 2020).

Function: These tools are aimed at speaking and listening. For example, speaking tools like Elsa Speak use AI to detect pronunciation errors and correct them in real time, and platforms like VoiceThread facilitate conversation practice. Listening tools like TED-Ed and YouTube offer native-level authentic material that challenges learners to understand real speech patterns

(Liu, 2023; Pratama, Arifin, & Widianingsih, 2020; Rinaepi, Triwardani, & Azi, 2022; Fadeeva, 2017)

1.5.4 Communication and Collaboration Tools

Collaboration and communication tools play a vital role in modern language learning environments, particularly in real-time interaction and communication-based activities. These digital environments allow for oral production and comprehension in actual social situations to be developed, which are central to the creation of communicative competence.

Examples:

- **Zoom, Google Meet, and Microsoft Teams:** are widely tools used for synchronous language learning classes, online classes, and peer-to-peer conversations. These tools create an environment where learners can engage in real-life conversations, receive immediate feedback, and participate in collaborative learning activities (Vorina, A., Vrcelj, N., & Bevanda, V., 2022).
- **Flipgrid:** is another effective platform that supports asynchronous speaking practice. Students record video responses to questions and provide video feedback to each other. This supports learner autonomy and increases the chances of speaking in low-anxiety contexts (Agan et al., 2019).
- **Padlet:** an online collaborative board, allows students to post text, photos, videos, and links, which makes it ideal for group projects and ideation. It supports community building and instant collaboration that is essential in the development of written and oral communication skills (Deni & Zainal, 2018).

Function: all these technologies collectively promote the Communicative Language Teaching (CLT) approach by encouraging authentic interaction, negotiation, and real language use. Instant peer and teacher feedback also contributes towards fluency and confidence among learners in using the target language (Deni & Zainal, 2018; Agan et al., 2019; Vorina, Vrcelj, & Bevanda, 2022).

1.5.5 Mobile Apps for Language Learning

Mobile applications make language learning feasible from anywhere, and students can practice wherever they want. Mobile applications often incorporate elements of gamification and socialization to enhance engagement.

Examples:

- **Memrise:** uses spaced repetition and Authentic video content, including videos of native speakers, to acquire vocabulary and listening (Nuralisah & Kareviati, 2020).
- **HelloTalk:** facilitates language exchange through messaging, voice notes, and video calls between native speakers and learners to promote real-life communication and cultural exchange (Puspita, Srisudarso, & Tauhidin, 2023).
- **Beelinguapp:** provides bilingual texts with audio narration so that the user can read and listen simultaneously in both the target and native languages—a highly effective tool for reading comprehension and vocabulary (Nurhaliza & Asipi, 2024; Nawawi, 2025).

Function: Mobile apps provide students with flexible and personalized learning experiences. They allow students to learn vocabulary, grammar, and speaking by playing games, flashcards, and communicating with native speakers. The apps encourage continuous learning and discourage learners from feeling bored by presenting language practice in short sessions throughout the day (Nuralisah & Kareviati, 2020; Nurhaliza & Asipi, 2024; Nawawi, 2025; Puspita et al., 2023).

1.5.6 Game-Based Learning Tools

Game-based learning platforms make use of elements of competition and play to increase the enjoyment and engagement value of language learning. The platforms excel at boosting learner motivation and activity in language-based exercises.

Examples

- **Kahoot:** provides real-time competitive quizzes reinforcing cultural knowledge, grammar, and vocabulary in a fun and social environment (Kohnke & Moorhouse, 2022).
- **Quizizz:** offers the identical quiz-based experience but with independent learning pace, personalized practice, and progress tracking (Degirmenci, 2021).
- **Blooket:** allows instructors to gamify review classes by conducting interactive quizzes where learners compete as individuals or in teams, earning points and rewards. While peer-reviewed literature is limited, early reports show its success in maintaining student focus and encouraging participation (Thu & Dan, 2023)

Function: These tools interact with students by turning learning a language into a game. They provide a competitive or collaborative environment where students can practice what they know, receive instant feedback, and review material in a fun and interactive way Kohnke & Moorhouse, 2022; Degirmenci, 2021; Thu & Dan, 2023).

1.5.7 Reading and Writing Platforms

These platforms help students improve their reading and writing skills. They provide texts, reading comprehension practice, and writing exercises to improve language skills.

Examples:

- **ReadTheory:** Offers adaptive reading comprehension exercises that match the level of the student. The platform adjusts difficulty according to learner progress (Alalwany, 2019)
- **CommonLit:** An online library with free access that offers reading passages with comprehension questions, hence making it a suitable tool for reading practice skills (Illapa, Rosales, López, & Tenesaca, 2024).
- **Newsela:** Provides current news stories at varying levels of reading to challenge students with current material (Patel & Shah, 2024).

Function: These tools provide access to a wide range of reading materials and writing exercises. The tools allow students to hone reading comprehension, vocabulary acquisition, and writing expression. The tools include progress monitoring and personalized feedback features (Alalwany, 2019; Illapa, Rosales, López, & Tenesaca, 2024; Patel & Shah, 2024).

1.5.1.1 Theoretical Frameworks Supporting Digital Tools in Language Acquisition

1.5.1.1.1 Task-Based Language Teaching (TBLT)

It is an approach to language education that focuses on using real-world tasks to enhance language learning. Unlike traditional, form-focused methods, TBLT prioritizes communication and meaning-making over grammar instruction, encouraging learners to use language in ways that mirror authentic, real-life contexts (Ellis, 2003). It emerged from communicative language teaching (CLT) but builds on it by organizing the syllabus around tasks—activities where the focus is on achieving an end product, e.g., problem-solving, planning or decision-making (Willis, 1996). TBLT facilitates language acquisition by task

achievement, allowing students to attain fluency, accuracy, and communicative ability in real-life situations.

1.5.1.1.1 The Role of Digital Tools in TBLT

In recent years, digital technologies have been vital in supplementing TBLT by providing learners with opportunities to engage in interactive and authentic tasks. Digital tools allow for a more flexible and dynamic learning process whereby learners can hone language skills through simulations of real-world contexts. Virtual classrooms, language apps, and social media are some of the digital technologies that provide varied tasks, requiring learners to apply their language skills in real-world contexts. For example, online conversations with native speakers or fellow learners through video calls or text chats can afford genuine communicative practice within the TBLT approach. Tools like Zoom, Skype, or Tandem support real-time conversations that mirror everyday interactions. These platforms help learners develop speaking skills and exposure to different dialects and cultural sensitivities (Godwin-Jones, 2011, 2018).

1.5.1.1.2 Examples of Digital Tools for Task-Based Learning

Here are some examples of digital tools that support Task-Based Language Teaching (TBLT) by enabling learners to complete real-world tasks that promote meaningful communication and language use:

- **Virtual Role-plays**

Tools such as Voki or Second Life allow students to engage in role-plays or simulations in which they are required to use language in context. For instance, a student might role-play a job interview, a doctor's appointment, or a tourist asking for directions, all in a controlled yet realistic virtual environment. This kind of activity stimulates both language usage and the building of cultural consciousness (Valero Redondo, 2024).

- **Problem-solving Exercises**

Problem-solving exercises, which are typically found in language-learning programs such as Duolingo or Babbel, present learners with real-life situations in which they are required to solve a problem using the target language. For example, a task might require learners to plan a vacation itinerary or make a business decision, thus providing an engaging

way to practicing negotiation and decision-making skills in the target language (Chapelle, 2001).

- **Collaborative Projects**

Tools like Google Docs, Padlet, or Trello provide platforms for collaborative writing and project-based work. These tools encourage students to work together on projects such as creating a presentation, writing a report, or designing a promotional campaign, all of which require both written and spoken communication. Through these collaborative projects, students gain language skills and team skills in Aligning with the communicative orientation of TBLT (Doughty & Long, 2003).

1.5.1.1.2 Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) is the use of mobile technologies to support language learning in a flexible, independent, and learner-controlled way. MALL provides continuous language practice through tools such as vocabulary applications, real-time feedback features, and communication tools with native speakers. All these tools are aligned with key principles of personalized and contextual learning in digital environments (Zain & Bowles, 2021).

1.5.1.1.2.1 Examples Illustrating Key Concepts of MALL

Here are some of key concepts of Mobile-Assisted Language Learning (MALL), showcasing how each concept plays a role in the language learning process:

- **Learner Autonomy**

MALL allows learners to take responsibility for their own language learning process by setting personal goals and choosing resources based on their needs. For instance, a learner can use a mobile app to revise vocabulary at their own pace, which enhances their learning autonomy (Daly, 2022).

- **Continuous Language Practice**

Mobile devices allow language practice anytime and anywhere, and students can engage with the language outside the traditional classroom setting. An excellent example is the use of a language learning app during daily commutes to supplement language learning (Daly, 2022).

- **Personalized Learning**

MALL supports personalized learning experiences by adapting to the individual learner's interests and needs. For example, an app can offer personalized exercises based on the user's proficiency level, providing the appropriate level of challenge and support (Zhang, 2024).

- **Real-Time Feedback**

Mobile apps can provide real-time feedback on the learners' performance, enabling them to identify areas where they need to improve. For example, a pronunciation app can give immediate feedback, which aids in acquiring correct speaking abilities. Interaction with Native Speakers: MALL allows interaction with native speakers through chat windows or voice calls, enhancing speaking skills and cultural sensitivity. For example, learners can conducting a real-time conversation practice with native speakers via language exchange app (Alisoy & Sadiqzade, 2024).

1.5.1.1.3 Cognitive Load Theory (CLT)

Cognitive Load Theory proposed by Sweller (1988) assumes that learners have a limited capacity in working memory. Instruction should therefore be designed to restrict extraneous load (cognitive effort not needed), manage intrinsic load (task difficulty), and promote germane load (schema-building activities). In Mobile-Assisted Language Learning (MALL), digital tools is employed to manage these loads by chunking information, offering interactive and multimodal activities, and providing instant feedback (Sweller, 1988; Paas, Renkl, & Sweller, 2003). CLT distinguishes between three types of cognitive load.

The three types of cognitive load come from Cognitive Load Theory (CLT), developed by John Sweller. They describe how mental effort is used during learning:

1.5.1.1.4 Intrinsic Cognitive Load

Intrinsic cognitive load refers to the inherent difficulty of the content being learned, which is influenced by both the complexity of the material and the learner's prior knowledge (Sweller, 1988). For example, when students watch an English-language video featuring native-level dialogue and slang, the intrinsic load is high, especially for beginners, due to challenges with vocabulary, grammar, and accent. To manage this, educators can use

strategies like subtitled videos or leveled videos resources from ESL-friendly platforms such as BBC Learning English or TED-Ed, which adjust the language to reduce cognitive overload.

1.5.1.1.5 Extraneous Cognitive Load

This type of mental effort, known as extraneous cognitive load, stems from how the material is presented rather than the content itself. Poor instructional design such as — cluttered visuals, irrelevant images, excessive animations or sounds, and unclear instructions — can overload learners and obstruct understanding (Sweller et al., 2011). For instance, a PowerPoint filled with distracting multimedia or an online quiz with confusing directions can lead students to focus on navigating the system instead of learning English. To reduce this load, educators should use clean, minimalist interfaces, limit visuals to only what supports comprehension, and provide clear, concise instructions, especially on platforms like Kahoot or Quizlet.

1.5.1.1.6 Germane Cognitive Load

Germane cognitive load refers to the mental effort directed at processing, building, and automating schemas (organized knowledge structures), and it supports learning by promoting the construction of meaningful connections (Sweller et al., 2011). Successful educational design aims to reduce extraneous cognitive load while increasing germane load to enhance learning outcomes. For instance, when students engage with interactive story-based language apps like Duolingo Stories or create digital storybooks using platforms such as Canva or Book Creator, they actively connect new grammar and vocabulary to rich, contextualized scenarios, thus facilitating schema-building and fostering long-term learning. To further enhance germane load, educators can include activities that require reflection, such as using a discussion board to write about video content or asking learners to create short videos summarizing what they have learned in English.

1.6 Benefits of Digital Media in EFL Classrooms

Digital media is revolutionizing the way English as a Foreign Language (EFL) is taught and learned. Its integration into the EFL classroom offers numerous advantages, ranging from increasing student motivation and engagement to fostering autonomy and providing access to authentic materials (Djouama, 2020; Hafour, 2022). This highlights the multifaceted benefits of digital media, including its positive impact on language acquisition, learner interaction, and the development of various language skills (Salih & Omar, 2024).

1.6.1 Enhanced Learner Motivation and Engagement

One of the most significant advantages of integrating digital media in the EFL classroom is increasing student motivation and engagement, especially since most of them are digital natives who are accustomed to dealing with technology every day. Traditional teaching methods often fail to capture their interest, whereas digital tools provide dynamic, interactive content that makes language learning more appealing. Kahoot, Quizizz, and Socrative turn grammar drills, vocabulary practice, and listening exercises into fun, game-like activities with instant feedback, promoting active participation. According to Dörnyei (2001), motivation plays a central role in second language acquisition, and digital media provides a more stimulating learning process, increasing students' intrinsic motivation to learning English. Furthermore, with social media like Twitter or Instagram, learners can follow and engage with content in English, which contributes to their outside-class language exposure, and enriches their language experience.

1.6.2 Access to Authentic and Real-World Language

Digital media supplies students access to authentic materials – language that native speakers actually use naturally in real-world contexts. Authentic language materials are invaluable in promoting language learning that is both practical and contextually rich. News websites, podcasts, YouTube videos, and blogs may be incorporated by teachers into the curriculum to provide students with experiences of varying registers, accents, and dialects. For instance, BBC Learning English provides news articles, podcasts, and short video clips, which may be utilized for learning both language and cultural background simultaneously (Gilmore, 2007). Gilmore (2007) asserts that authentic materials bridge the gap between learning in the classroom and real-world communication, helping learners improve listening comprehension as well as cultural knowledge, both of which are crucial for language fluency upon exposure to such materials. Furthermore using TED Talks to engage in listening comprehension tasks exposes the students to formal English in global contexts, fostering critical thinking and discussion on complex topics in English.

1.6.3 Improvement of Communicative Competence

Effective language acquisition goes beyond vocabulary and grammar; it involves learning the art of speaking and communicating fluently and appropriately across different social contexts. Communicative competence is augmented by digital media through the

provision of interaction, collaboration, and opportunities for authentic communication. Platforms such as Zoom, Skype, and Google Meet enable students to practice speaking with native speakers or other learners from around the world. This enhances the extent of speaking practice and encourages learners to use English in real-world contexts (Blake, 2009). Blake (2009) found that computer-mediated communication (CMC) allows learners to rehearse speaking in low-anxiety environments and thereby improving fluency and confidence. It also facilitates real-time interaction and feedback, which are essential components of successful language acquisition. Moreover, digital storytelling tools such as Storybird and Book Creator combine speaking, writing, and listening skills in a single activity, allowing learners to create and share narrated stories online, thereby fostering comprehensive language development.

1.6.4 Personalized and Adaptive Learning

Digital media offers opportunities for personalized learning, allowing students to learn at their own pace, concentrate on their personal weaknesses, and access content tailored to their needs. Adaptive learning systems and apps adjust the content based on learners' performance, offering individualized learning experiences. For example, apps like Duolingo and Memrise, which are used for language training, utilize algorithms that adjust difficulty levels of lessons based on performance, enabling learners to focus on weaknesses in aspects of pronunciation, vocabulary, or grammar (Stockwell, 2010). Stockwell (2010) also showed how language learning applications on mobile devices provide immediate feedback and support learners in developing skills autonomously, which leads to enhanced vocabulary retention and grammar acquisition. Additionally, teachers can also use digital platforms like Google Classroom or Moodle to create personalized learning paths for students, offering targeted resources and activities to support their unique abilities and skills.

1.6.5 Enhanced Collaboration and Social Interaction

Digital media provides an interactive learning platform where learners can communicate with one another, exchange ideas and provide feedback to each other; closely mirroring real-life communication dynamics where collaboration is essential for effective learning. Social media platforms like Padlet and Flipgrid, for instance, allow students to share content, comment on one another's work, and discuss. This fosters collaborative learning and enables learners to practice language in a more informal context (Greenhow & Lewin, 2016). Greenhow and Lewin (2016) argue that collaboration platforms and social media afford learners for opportunities for authentic language use. Such interactions on platforms make it

possible for learners to establish both language ability and social skills of learning through negotiating meaning, as well as providing constructive feedback. Additionally, online forums such as Reddit or Quora can be used to encourage students to ask questions and engage in informal discussions, helping them use English in authentic contexts.

1.6.6 Development of Critical Thinking and Digital Literacy

The use of digital media in the EFL classroom not only helps in acquiring the language but also in developing critical thinking skills. Through various types of media, the students are encouraged to think over information, synthesize different perspectives, and resolve problems. For example, instructors use online forums, discussion boards, or video analysis assignments to facilitate critical thinking about topics among learners, or students can be required to analyze a news clip, assess arguments, and debate viewpoints in English in order to acquire language along with critical thinking skills (Coiro et al., 2014). Moreover using online articles or videos on arguable topics makes the students opinionated, back up their opinions with evidence, and argue them in English, which builds language ability as well as critical thinking, a study by Budiyanto and Ridho (2024) demonstrated that analyzing social media discourse improved critical thinking in EFL students at Universitas Tridianti, with post-test scores increasing from 60 to 75. In addition digital media, as Coiro et al. (2014) argue, enhances students' digital literacy that is essential in providing success in the 21st century where students not only learn language, but they also learn how to contribute to digital environments.

1.6.7 Instant Feedback and Assessment

Digital platforms offer real-time feedback to allow students to measure their knowledge of concepts and skills immediately upon completion of executing a task. Feedback is significant in language acquisition as it helps learners identify where they should enhance their skills and monitor progress. For example, Edpuzzle and Quizlet are platforms through which instructors can insert quizzes, exercises, and tests into multimedia resources. They provide immediate feedback on correct or incorrect answers, which promotes learning through reflection (Shute, V. J.2008).Research by Shute, V. J (2008) found that immediate feedback allows students to reverse their mistakes and solidify their knowledge of the material, which is particularly beneficial in second language acquisition.

1.6.8 Increased Access to Learning Resources

Digital media provides EFL learners with access to vast amounts of resources that would not be available in a traditional setting. Through online libraries, educational websites, mobile apps, and video platforms all provide additional materials that can be tailored for students' needs. For example, Free English language courses, pronunciation, writing, and other skills can be accessed on platforms like Coursera and edX. These can serve as a supplement to in-class instruction and additional practice out-of-class (Chapelle, 2001). Digital media allows a student to gain access to diverse and comprehensive, extending the learning environment so that students can engage in many genres, texts, and dialects of English and transcend geographical and time constraints, providing students with ongoing and flexible learning opportunities, according to Chapelle (2001). This allows learners to engage in language skills practice outside the classroom environment, which promotes continued learning.

1.6.9 Encouragement of Learner Autonomy

Digital media encourages self-directed learning, where students are responsible for their own learning and are more autonomous in their studies. Through various digital tools, students can customize their learning experience, select the resources that are most suitable for their needs, and monitor their own progress. For instance, Apps like Anki and Quizlet allow students to create their own flashcards, track their progress, and quiz themselves repeatedly, encouraging independence in learning vocabulary. Studies and research have demonstrated that integrating self-regulated learning features into digital platforms enhances students' academic achievement and performance and that autonomy in language learning is a secret to long-term success, where digital media provides students with the tools and resources to take ownership of their learning, thereby enhancing their language abilities, according to Benson (2001) and Elmabaredy & Gencel (2024). Platforms like Google Classroom or Moodle allow students to manage the rate at which they complete assignments and materials. Self-regulation is key to promoting independent learning habits.

1.6.10 Increased Cultural Awareness and Intercultural Communication

Digital media exposes students to a broad spectrum of cultural contexts, allowing them to develop a heightened sense of awareness towards the target language's cultural references. By engaging with authentic materials created by native speakers — such as films, interviews,

and documentaries on platforms like YouTube or Netflix — students not only improve their listening skills but also gain exposure to idioms, humor, social issues, and cultural references that affect the language. Kramsch (1993) emphasizes that cultural learning is language learning, and media plays a crucial role in facilitating the experience of different cultures, which is essential for learning intercultural communication. Furthermore, Through interactions on Tandem or HelloTalk with users from other cultures, students get to communicate in English within a multi-cultural setting, gaining not only language proficiency but also international perceptions and methods of intercultural communication (Nushi & Makiabadi, 2018; Tandem, n.d.).

1.6.11 Promotion of Inclusivity and Support for Diverse Learners

The digital media enables the redesigning of instruction to meet students with varying needs, including students with disabilities, language minority students, and students from various socio-economic statuses. Multimedia materials provide multiple means of presenting information, engaging students, and appealing to visual, auditory, and kinesthetic learning. Tools like Read&Write (for text-to-speech, translation, and word prediction) and Dragon NaturallySpeaking (for speech-to-text) help students with learning disabilities or language barriers in accessing content and participating in lessons more effectively (Texthelp, n.d.; Nuance, n.d.). McLoughlin and Lee (2008) have noted that digital media allows teachers to provide various types of support to meet the various needs of learners. This is what makes language learning inclusive, with an environment that supports all learners in succeeding. Additionally, captions or subtitled texts in YouTube videos allow learners to listen and read at the same time, benefiting students who may have hearing impairments or prefer reading over listening.

1.6.12 Creation of Interactive and Engaging Content

Digital media allows students and teachers to create interactive materials that are multimodal and engaging. By using images, visuals, and interactive elements in language activities, students are more engaged and motivated. Tools like Padlet, Mentimeter, or Nearpod help teachers create participatory lessons with polls, quizzes, and collaborative boards and make lessons more participatory and interactive. As indicated by Mayer (2005), learning through both visuals and audio can lead to deeper understanding and retention. Through the integration of such resources into the classroom, cognitive engagement and memory retention in language learning are enhanced (Mayer, 2014). For instance, teachers

may make use of tools like Canva or Adobe Spark to create visually appealing presentations with text, pictures, and video. These tools support the creation of dynamic, interactive projects like e-posters or a short video in English which further enhance engagement and retention (Gee, 2003).

1.6.13 Real-Time Assessment and Data Analytics for Teachers

Digital media provides real-time assessment tools for tracking students' progress continuously. Teachers can utilize this data to get insight into the students' strengths and weaknesses, inform their instruction while tailoring future lessons (Wiliam, 2011). Using applications such as Google Forms, Kahoot!, or Poll Everywhere enables teachers to design instant quizzes and assessments and gather data that can be immediately analyzed to modify teaching methods (Wang, 2015). Formative assessment, used properly, helps students by providing feedback on their development immediately, According to Wiliam (2011). The data accrued from digital sources of media serves to enable the teacher to offer personalized support where needed. For example, Learning management systems (LMS) such as Moodle or Canvas allow teachers to track students' activity, grades, and participation, and provide a comprehensive overview of all students' progression and performance (Beatty & Ulasewicz, 2006; Watson & Watson, 2007).

1.7 The Role Of Digital Media In EFL Classrooms

Digital media plays a transformative role in the modern English as a Foreign Language (EFL) classroom, enriching the learning process through the availability of diverse, engaging, and interactive tools that cater to different learning styles. The integration of digital media in the forms of videos, podcasts, online games, social media, and interactive platforms has transformed the profile of more traditional language teaching approaches to become more interactive, communicative, and accessible. Digital tools make language learning a richer, thrilling, interactive experience, reinforcing not just linguistic competency acquisition but also cultural consciousness and global awareness (Reinders & White, 2011).

One of the primary advantages of digital media in the EFL classroom is that it can provide authentic materials and contexts. As Godwin-Jones (2018) implies, exposing students to real materials such as podcasts, videos, and social media interactions can enhance learners' listening and comprehension skills significantly. Authentic media allows students to experience natural use of language, with various accents, colloquialisms, and cultural

nuances, which are unavailable in the traditional textbooks. This kind of authentic exposure bridges the gap between classroom learning and real-world communication, and the language becomes more meaningful and useful for students' daily lives (Gilmore, 2007).

Furthermore, digital media promotes interaction and collaboration among learners, which is essential for language acquisition. Social media platforms like Facebook, Instagram, and Twitter, as well as educational apps such as Duolingo and Kahoot, provide opportunities for students to practice writing, speaking, and interacting in English outside of the classroom setting (Stockwell, 2018). These tools offer an interactive environment in which students engage to rehearse language through discussions, games, and collaborative projects, encouraging social interaction as well as cognitive engagement. Moreover, the instant feedback features embedded in most digital platforms facilitate self-regulated learning since students can track their progress and identify areas for improvement (Teng, 2020). In addition, digital media can support differentiated instruction in the EFL classroom by catering to diverse learning styles. Visual learners can be assisted through multimedia platforms such as YouTube videos or infographics, while auditory learners can be assisted through podcasts and audiobooks. The versatility of digital media ensures that students of different proficiency levels can be assisted through materials tailored to their individual learning needs (Chapelle, 2017). This flexibility not only helps in keeping students engaged and motivated but also in making learning paths more personalized, something that is critical in fostering language acquisition in diverse classroom settings.

1.8 Multimedia Input and Language Skills Development in EFL Classrooms

Multimedia learning, comprising a range of digital resources including videos, interactive activities, audio clips, and images, has become an essential tool in the modern English as a Foreign Language (EFL) classroom. The integration of multimedia input is aligned with the communicative language teaching approach, which demands the utilization of authentic language and communication. Multimedia is beneficial because it caters to more than a single sense (visual, auditory, and kinesthetic), promotes deeper cognitive processing, and presents students with diverse and extensive language input, a prerequisite for effective language learning (Mayer, 2005).

1.8.1 Theoretical Foundations

Theoretical Foundations refer to the key theories and principles that provide the basis for understanding the role of digital media in language learning, It include:

1.8.1.1 Cognitive Theory of Multimedia Learning

Mayer's Cognitive Theory of Multimedia Learning (2005) states that people learn more effectively from words and pictures than from words alone. It is founded on the theory that human memory has separate verbal and visual channels for information. Multimedia input that is, a presentation with videos that include spoken language augmented by accompanying visuals is employed to assist the learners in processing information in both channels and thus enhance understanding and retention.

Dual Coding: Learners create more elaborate mental models if they are presented with both verbal and visual information (Mayer, 2005). This is particularly important in EFL classrooms, where complex vocabulary, grammatical concepts, and cultural contexts need to be explained effectively.

1.8.1.2 Krashen's Input Hypothesis

Krashen's Input Hypothesis (1982) declares that language learners acquire language optimally when given comprehensible input that is slightly above their current proficiency level — known as $i+1$. Multimedia resources such as subtitled videos or interactive apps that put language into context, are extremely well-suited to delivering this sort of input. Multimodal contextual cues, gestures, and visuals facilitate understanding and bridge the gap between learners' current level and the language input.

1.8.1.3 Long's Interactionist Theory

Long's Interactionist Theory (1983) emphasizes the importance of interaction in second language acquisition. According to this theory, learners acquire language most effectively through interactive tasks in which they are engaged in authentic communication. Multimedia materials such as chatbots, virtual language practice partners, and interactive games provide learners with instant practice, feedback, and meaning negotiation, all of which are essential in language acquisition (Long, 1983).

1.8.2 Multimedia and Listening / Speaking Skill Development

Multimedia input provides authentic listening experiences, allowing students to learn authentic language use in context. For example, hearing native speakers in podcasts or videos allows students to improve their listening comprehension, pronunciation, and intonation (Vandergrift, 2007). In addition, multimedia platforms usually include interactive speaking exercises, such as role-playing or voice recognition tools, which engage students in practicing their speaking skills in a low-pressure environment (Doan, 2021; Ridayani et al., 2024).

1.8.2.1 How Multimedia Supports Listening Skills

Authentic audiovisual materials such as podcasts, videos, and movies exert great impact on learning a language since they expose students to authentic usage of the language, including idiomatic expressions, authentic intonation, and many accents. Such exposure is essential to proper development of listening and cultural awareness (Gilmore, 2007). Visual cues accompanying spoken language, such as gestures, facial expressions, and contextual imagery, help learners infer meaning and enhance comprehension (Kuo, 2009). Besides, subtitles and captions support listening by reinforcing auditory input with written text, thereby aiding decoding and comprehension skills (Zarei & Rashvand, 2011). Research has confirmed that learners who engage with captioned videos perform better in listening comprehension tasks than learners who use audio-only materials (Vanderplank, 2016). The findings underscore the necessity of integrating multimedia into language instruction to provide rich, contextual, and multisensory input.

1.8.2.2 How Multimedia Supports Speaking Skills

Multimedia plays an effective role in developing speaking and pronunciation skills as dialogue-based videos and apps model stress patterns and natural pronunciation (Yang, 2020). Apps like Elsa Speak permit repetitive practice with feedback. Simulations on apps or websites like Kahoot and Flipgrid enable the learner to answer questions orally, inducing spontaneous speaking. Mukhambetzhana (2023) found that students who watched videos and then were given speaking tasks were more fluent and confident than students who were taught without multimedia. For instance, in the classrooms students watch a video of a native speaker giving a talk about a recent news item, such as a TED Talk or a news bulletin. After watching the video, the teacher has a class discussion where students are invited to recap what they heard, ask questions, and discuss their opinions. This activity helps students practice

listening comprehension and speaking fluency. One other interactive action could be to have students practice pronunciation with speech recognition apps or language-learning platforms (such as Duolingo or Rosetta Stone) and receive immediate feedback.

1.8.3 Multimedia and Reading / Writing Skill Development

Multimedia input encourages reading and writing development through presenting interactive, multimodal texts and writing opportunities that emulate authentic language use. Digital reading texts such as blogs, e-books, and online news articles, written text combine with images, hyperlinks, and audio accompaniment to enhance reading comprehension and vocabulary development (Gilakjani, 2012; Mayer, 2005). For writing, multimedia resources like blogs, digital storytelling applications, and collaborative platforms enable students structuring and articulation of ideas in innovative ways while receiving peer or instructor feedback and therefore developing fluency and confidence in written communication (Hafner & Miller, 2011; Yunus, Salehi, & Chenzi, 2012).

1.8.3.1 How Multimedia Supports Reading Skills

Multimedia tools play a significant role in supporting reading proficiency by providing engaging and interactive activities that increase fluency, comprehension, and vocabulary. Digital platforms with Read-aloud features, for instance, Google's Read Along and ReadTheory, demonstrate fluent reading in providing appropriate intonation and pacing (Kim, Petscher, Schatschneider, & Foorman, 2020). Repeated practice with feedback, provided on these platforms, strengthens word identification and reading fluency since it allows students to read texts multiple times (Kuhn & Stahl, 2003). Interactive tools, like Newsela, offer leveled texts with comprehension quizzes and vocabulary activities, which facilitate critical engagement with the material (Ni, Cheung, & Shi, 2022). It has been evidenced through research that the use of educational technology significantly improves the reading proficiency of second language learners, particularly if such technology allows for repeated exposure to texts and interactive exercises (Ni et al., 2022). Students can read articles on platforms like Newsela in class, underline important ideas, and have discussions, while teachers can employ text-to-speech or speech recognition apps to support reading fluency and comprehension, creating a multimodal and supportive learning environment.

1.8.3.2 How Multimedia Supports Writing Skills

Multimedia tools exert a wide-ranging influence on EFL learners' writing skills by offering interactive, motivating activities that prompt composing, revising, and peer review. Multimedia platforms such as Grammarly and Write & Improve give immediate feedback on vocabulary, grammar, and coherence to help students enhance their writing (Sherafati & Mahmoudi Largani, 2023). Repetitive practice using platform-based tools such as Google Docs and Quill allows students to draft, revise, and get feedback to develop accuracy and fluency in writing (Rashid, Yunus, & Wahi, 2019). Collaborative writing is also facilitated by tools like Padlet, which allows students to co-author texts, provide feedback, and peer-review, fostering a community of practice (Rashid et al., 2019). According to study by Sherafati and Mahmoudi Largani (2023), students who employed computer-based tools for providing feedback wrote better, had improved self-regulation, and enhanced self-efficacy compared to students who did not. Teachers may, in classroom settings, use a short video prompt, have students brainstorm in groups using digital platforms, draft their responses, jot down their reactions, and revise using tools for writing support. This integration of modeling, peer collaboration, repetition, makes students feel more confident and competent as writers.

1.9 Challenges in Integrating Digital Media into EFL Classrooms

1.9.1 Teacher Training and Professional Development

Research by Greenhow, C., Campbell, D., Galvin, S., & Askari, E. (2018, March) highlighted that the lack of digital skills and technological knowledge about technology tools among teachers are huge hurdles to successful integration. Providing professional training can improve the confidence and capability of teachers to use digital media. Teachers are typically not provided with the appropriate training and capabilities to integrate digital media into their teaching methods, especially where technology is new or underutilized. Moreover, teachers may also not be in a position to utilize these tools in a way that would facilitate learning outcomes because most EFL teachers receive training in traditional, face-to-face practices, and the radical shift to digital tools can confuse them. This results in the application of technology that may not be pedagogically accurate or aligned language learning objectives. Without continuous professional development and hands-on training in digital media, teachers might struggle to integrate tools like language learning apps, virtual classrooms, or online evaluations into lessons smoothly. Research by Aghaziarati et al. (2023) highlighted the significance of professional development in establishing positive attitudes toward technology

integration. Teachers' digital tool awareness and training are imperative for effective implementation in the classroom.

1.9.2 Technological Infrastructure and Access

Unequal access to digital technologies and permanent internet connections can significantly hinder the use of digital media in EFL learning, especially in developing countries or rural areas. The Digital Divide is a major issue. Students from lower socio-economic backgrounds may not have access to smartphones, laptops, or internet connections. As a result, they cannot engage in mobile learning activities, access materials online, or utilize e-learning platforms. In addition, the lack of reliable infrastructure in schools (e.g., outdated hardware, slow internet) can prevent efficient use of educational technologies. This disparity limits the equity and efficiency of digital media integration, creating barriers to participation for certain students while benefiting others with more access to technology (Warschauer, 2006). Findings of a study conducted in Saudi Arabia indicated that teachers struggled with technical barriers, including poor internet connectivity and lack of access to necessary resources, impacting their ability to effectively integrate technology into instruction (Alibraheim & Alsaad, 2022).

1.9.3 Platform Limitations and Technical Issues

Even when digital media platforms are available, they might be plagued by technical problems that interfere with smooth learning experiences. Technical problems such as software bugs, connectivity problems, device compatibility, or lack of user-friendly platforms interfaces can interfere with the utilization of digital learning tools. For example, a mobile app might not be compatible with all devices, or internet connectivity might be too slow to support streaming educational videos. These technical hurdles can be frustrating for both teacher and students, and can lead to disengagement. If technical issues are frequent, students can lose confidence in the use of digital technology for learning, and teachers may avoid using digital tools altogether (Sitzmann et al., 2010).

1.9.4 Resistance to Technological Change

The majority of teachers are resistant to adopting new technologies due to a variety of reasons, such as not being comfortable with technology, lacking confidence, or feeling that the traditional methods are more effective. Some teachers prefer traditional ways of teaching languages because they are comfortable and familiar with them. They may also feel that

digital tools complicate lesson planning or reduce personal interaction within the classroom. Resistance to adopting digital tools, fear of data privacy, screen time, or perceived superficiality of digital learning can also be reasons for resistance. This resistance can delay or stop the successful use of digital media, as teachers may revert to traditional teaching methods or fail to even explore innovative teaching approaches. In addition, resistance from teachers may also influence students' attitudes towards digital technologies in a way that they are less likely to embrace such tools for their learning process (Hamlawi, 2021). Jogezi & Baloch (2023) emphasized in their study that teachers' misconceptions and fears about technology need to be addressed through rigorous training and support in a bid to reduce resistance and increase technology adoption. Once again because of generational differences, older teachers are more resistant to new technologies than younger, digitally native educators, resulting in reluctance to use digital media for instruction. Gilakjani, Leong, & Ismail, (2013); Howard & Mozejko (2015) research found that older teachers were more resistant to the use of technology because of unfamiliarity and familiarity with traditional teaching methods as primary reasons for their reluctance.

1.9.5 Diverse Student Skills and Engagement

Students' varying technological skills and levels of interest can impact the effectiveness of digital media in the classroom, as not all students have the same level of comfort or proficiency working with digital media. There are some students who are more digitally literate while others lack even basic skills, and this creates disparities in the way that students benefit from digital tools. Differentiated instruction is important because instructors should ensure that students who are less technologically advanced are still accorded adequate support. If not addressed, such inequalities in digital literacy can affect the academic performance and motivation of students (Barlow-Jones, 2014). A study by Kaeophanuek, Na-Songkhla, and Nilsook (2018) established that the digital literacy skills of students significantly influenced their ability to engage with digital content, emphasizing the necessity for teachers to assess and address students' digital competencies.

Conclusion

The integration of digital media into EFL classrooms represents a significant transformative shift in language education. From its historical emergence to its current widespread application, digital media has expanded the scope and accessibility of language learning through a variety of tools such as videos, apps, social media, and interactive platforms. These tools not only support the development of key language skills: listening, speaking, reading, and writing, but also enhance learner engagement, motivation, and cultural awareness. Grounded in strong theoretical foundations like multimedia learning, comprehensible input, and interactionist approaches, digital media offers meaningful, personalized, and context-rich learning experiences. Despite the numerous benefits, challenges such as limited access, teacher training, and technological barriers still persist. Nevertheless, the potential of digital media to reshape EFL instruction is undeniable, making it an indispensable element in modern language education.

Chapter Two:

Research Methodology

Introduction:

This chapter aims to investigate the challenges in integrating digital media into EFL classrooms. This investigation is based on a clear strategy that utilizes both quantitative and qualitative methods. In order to gather precise information, a questionnaire was administered to Third-year LMD students in the department of English at the University of Ghardaia. Additionally, to ensure the validity of the findings, semi-structured interviews were conducted with six teachers from the same university. This chapter includes a description of the research sample, the methodology data collection, interpretation of the questionnaire and semi-structured interviews results (data analysis), discussion of the findings. Finally, the research concludes with solutions to these challenges.

2.1 Methodology

A descriptive research design was carried out through a combination of qualitative and quantitative approach to investigate the perceptions of EFL learners regarding the challenges in integrating digital media into EFL classrooms. The study involved collecting data from 30 Third-Year LMD students at the University of Ghardaia through a questionnaire. Furthermore, semi-structured interviews were conducted with six teachers to gather further insights.

2.2 Research Sample**2.2.1 Students' sample**

The first sample for this study consists in third-year LMD students of English at the University of Ghardaia during the academic year 2024-2025. The total number of third-year LMD students is 150, but due to the impracticality of working with the entire population, a sample of 30 students was selected. The sample was done randomly. The decision to focus on third-year LMD students was made because they were deemed most suitable for the research objective.

2.2.2 Teachers' sample

The second sample includes six third-year LMD teachers who were chosen to participate in the semi structured interview. Among them, who hold Doctorate, Magister, and Master's degrees. These teachers have expertise in teaching different modules such as

Civilisation, ESP, Linguistics, Writing Comprehension, Translation and Research Technique. The intention behind diversifying the sample was to include teachers with varying levels of teaching experience.

2.3 Data collection

Data collection is an essential component in the research process, as it enables the achievement of the study's objectives and test the proposed hypotheses. In this study, data were gathered using two main tools which are questionnaire and semi-structured interviews.

2.3.1 Discription of students'questionnaire

A questionnaire was administered to third-year LMD students to collect the necessary data for the study. It consisted of thirteen (13) questions, including close-ended questions that required students to select "Yes" or "No," choose from multiple options, or rate their responses using a Likert scale, as well as open-ended questions that allowed for more detailed answers. The questionnaire covered general information about the students, the frequency and types of digital media used for learning English, their perceptions of its impact on motivation, language skills, and classroom engagement, and the degree to which digital tools support personalized learning. Additionally, it explored the main technical, pedagogical, cognitive, motivational, and institutional challenges faced by students when using digital media. The aim was to assess both the benefites and difficulties related to integrating digital media into EFL classrooms.

2.3.2 Teachers semi-structured interviews

In addition to the students' questionnaire, a semi-structured interviews was conducted to gather more comprehensive and validated data. Semi-structured interviews allow for the collection of in-depth information and help provide a deeper understanding of the topic under investigation. The semi-structured interviews targeted EFL teachers in the Department of English at the University of Ghardaia. The purpose was to explore their perceptions of digital media use in EFL classrooms, their level of access to technological tools, the frequency and purpose of digital media use in their lessons, and their confidence in using such tools. The semi-structured interviews also examined the challenges they face, including technical difficulties, institutional barriers, and time constraints, as well as the kind of support they believe would enhance the integration of digital media in teaching. The semi-structured

interview protocol consisted of fifteen (15) open-ended questions, designed to achieve the goals of the research.

2.4 Data analysis

2.4.1 Questionnaire results analysis

Table 2.1: Students gender

Question01: what is your gender?

Options	Students Number	Percentage
Female	24	80%
Male	6	20%
Total	30	100%

The analysis of the gender distribution shows that 80% of the sample identifies as **females**, while 20% identifies as **males**, this sample shows a great representation of female students than male students.

Table 2.2: The student's ownership of a personal phone or digital device

Question02: do you own a smartphone, laptop, or tablet?

Options	Students Number	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

All students (100%) reported **owning** a smartphone, laptop, or tablet. This indicates full access to personal digital devices among the sample, which is a strong foundational factor for integrating digital media in EFL learning

Table 2.3: The integration of digital media into English language learning**Question03:** how often do you use digital media for learning English?

Options	Students Number	Percentage
Daily	17	58,6%
Weekly	2	6,9%
Sometime	10	34,5%
Never	0	0%

The data indicates a strong integration of digital media in English language learning among students, with 58.6% using it **daily**, 34.5% using it **sometimes**, and only 6.9% using it **weekly**. Notably, no students reported never using digital media, suggesting universal engagement. This widespread use, especially the high daily engagement, reflects the significant role digital tools play in supporting English learning. The variation in usage frequency, however, may point to differences in access, preference, or the perceived effectiveness of these tools among students.

Table 2.4: digital tools have used by learners for learning English**Question04:** Which of the following digital tools have you used for learning English?

Options	Students Number	Percentage
Youtube	25	83,3%
Grammarly	1	3,3%
Duolingo	7	23,3%
Google Classroom	9	30%
Zoom	2	6,7%
Whatsapp/Facebook	8	26,7%
AI Talking	1	3,3%
Telegram	1	3,3%
entertainment content	1	3,3%
Tik Tok	1	3,3%

The data indicates that **YouTube** is the most widely utilized digital tool for English language learning among students, with 83.3% (25 students) reporting its use. This suggests that video-based content is particularly effective and accessible for language acquisition. Other tools such as **Google Classroom** (30%) and **Duolingo** (23.3%) also show moderate levels of usage, reflecting a preference for structured educational platforms and interactive learning applications. Social media platforms like **WhatsApp** and **Facebook** are used by (26.7%) of students, indicating their role in informal learning and peer interaction. In contrast, tools such as **Grammarly**, AI-based conversation applications, **Telegram**, entertainment content, **TikTok**, and **Zoom** are used by only a small number of students (each reported by 3.3% to 6.7%), suggesting limited engagement with these resources in this context. Overall, the findings demonstrate a clear reliance on widely available, multimedia-rich platforms for English language learning, while more specialized or emerging tools remain underutilized.

Table 2.5: The impact of digital media on motivating students to learn English

Question05: How does digital media influence students' motivation to learn English?

Options	Student Number	Percentage
Increases motivation significantly	15	50%
Increases motivation to some extent	13	43,3%
No impact on motivation	2	6,7%
Decreases motivation	0	0%
Total	30	100%

The findings reveal that digital media has a predominantly positive effect on students' motivation to learn English. Half of the respondents (50%, or 15 students) reported that digital media **significantly increases their motivation**, while an additional (43.3% 13 students) stated that **it increases motivation to some extent**. Only a small minority, (6.7% 2 students), indicated that digital media has **no impact** on their motivation, and notably, **no students reported a decrease** in motivation as a result of using digital media. These results suggest that digital media is an effective tool for enhancing learner motivation, whether through

engaging content, interactive features, or increased accessibility to learning resources. The absence of any negative impact reinforces its potential value in supporting English language education, particularly in motivating students to engage more actively in their learning process.

Table 2.6: The impact of digital media on developing students speaking skills

Question06: How would you rate the impact of digital media on developing students' language skills?

Options	Student Number	Percentage
Very helpful	17	56,7%
Somewhat helpful	12	40%
Neutral	0	0%
Not helpful	1	3,3%
Total	30	100%

The results demonstrate a strong perceived effectiveness of digital media in enhancing students' English speaking skills. A significant portion of the respondents (56.7%, or 17 out of 30 students) rated digital media as **very helpful**, while (40% 12 students) found it **somewhat helpful**. These figures suggest that the vast majority of students benefit from the use of digital tools in developing their speaking proficiency. Importantly, no students selected a **neutral** response, indicating that all participants formed a clear opinion regarding its impact. Only one student (3.3%) perceived digital media as **not helpful**, reflecting minimal dissatisfaction. Overall, the data supports the conclusion that digital media serves as an effective aid in improving students' oral communication skills in English.

Table 2.7: The impact of digital media on developing students listening skills

Options	Student Number	Percentage
Very helpful	23	76,7%
Somewhat helpful	7	23,3%
Neutral	0	0%
Not helpful	0	0%
Total	30	100%

The data reveals that digital media is perceived as highly effective in enhancing students' English listening skills. A large majority of participants (76.7%, or 23 out of 30 students) considered digital media to be **very helpful**, while the remaining (23.3% 7 students) found it **somewhat helpful**. Notably, **none of the students reported a neutral or negative** impact, indicating unanimous agreement on its usefulness. And reinforces the importance of integrating digital media into language learning programs to support listening skill development.

Table 2.8: The impact of digital media on developing students reading skills

Options	Student Number	Percentage
Very helpful	17	56,7%
Somewhat helpful	13	43,3%
Neutral	0	0%
Not helpful	0	0%
Total	20	100%

The data indicates that digital media has a consistently positive impact on the development of students' English reading skills. A majority of participants (56.7%, or 17 students) rated digital media as **very helpful**, while the remaining (43.3% 13 students) found it **somewhat helpful**. Significantly, **no students reported a neutral or negative opinion**, demonstrating unanimous agreement on the effectiveness of digital tools in enhancing reading abilities.

Table 2.9: The impact of digital media on developing students writing skills

Options	Student Number	Percentage
Very helpful	6	20%
Somewhat helpful	20	66,7%
Neutral	2	6.7%
Not helpful	2	6,7%
Total	30	100%

The data suggests that digital media has a moderately positive impact on the development of students' writing skills in English. While only (20%) of students (6 out of 30) found digital media to be **very helpful**, a larger proportion (66.7%, or 20 students) considered it **somewhat helpful**. A small number of students expressed **neutral** (6.7%) and **not helpful** (6.7%) responses, suggesting that some learners may not find digital tools particularly effective for writing development. These results may reflect the nature of digital media, which tends to prioritize receptive over productive skill.

Table 2.10: The impact of using digital media on classroom engagement

Question 4.7: How has the use of digital media affected classroom engagement?

Options	Student Number	Percentage
Greatly increases student engagement	11	36,7%
Somewhat increases student engagement	15	50%
No change in student engagement	4	13,3%
Decreases student engagement	0	0%
Total	30	100%

The findings indicate that the use of digital media has a generally positive effect on classroom engagement among students. A combined (86.7%) of participants reported an **increase in engagement**, with (36.7% 11 students) stating that digital media **greatly increases engagement** and (50% 15 students) noting it **somewhat increases engagement**. Meanwhile, (13.3% 4 students) observed **no change**, and notably, none of the students felt that digital media **decreases engagement**. The absence of negative responses further underscores the positive perception of digital media as a means of enhancing student participation and attention in the classroom setting.

Table 2.11: Supporting digital media for personalized learning in classrooms

Question08: How much do digital media tools support personalized learning in your classroom?

Options			Student Number	Percentage
Strongly	supports	personalized	15	50%
learning				
Somewhat	supports	personalized	15	50%
learning				
Do not	supports	personalized	0	0%
learning				
Not sure			0	0%
Total			30	100%

The results indicate that all respondents (100%) demonstrated a positive attitude toward the use of digital media in supporting personalized learning within the classroom. Specifically, (50%) of students **strongly supported** this approach, while the remaining (50%) **somewhat supported it**. Notably, there were no responses indicating **opposition or uncertainty**, suggesting a high level of acceptance and perceived value of digital media in enhancing individual learning experiences and meet diverse educational needs.

Table 2.12: The overall effectiveness of digital media in enhancing EFL learning

Question09: How would you rate the overall effectiveness of digital media in enhancing EFL learning?

Options	Student Number	Percentage
Very effective	19	63,3%
Somewhat effective	10	33,3%
Neutral	1	3,3%
Not effective	0	0%
Total	30	100%

The data indicates a predominantly positive perception among students regarding the effectiveness of digital media in enhancing EFL learning. A majority of respondents (63.3%) rated digital media as **very effective**, while (33.3%) considered it **somewhat effective**. Only one student (3.3%) held a **neutral** view, and none perceived it as ineffective. These results suggest a strong overall endorsement of digital media as a valuable tool for language acquisition.

Table 2.13: Recommendation for using digital media more frequently in EFL classrooms

Question10: Would you recommend using digital media more frequently in EFL classrooms?

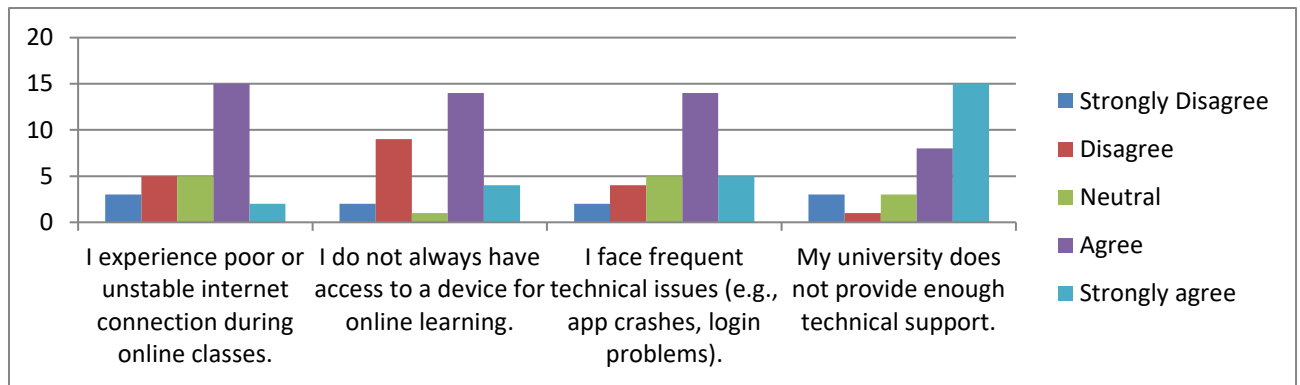
Options	Student Number	Percentage
Yes, definitely	11	36,7%
Yes, but with some reservations	19	63,3%
No, I would not recommended	1	3,3%
Not sure	0	0%
Total	30	100%

The findings reveal a strong overall inclination among students toward recommending more frequent use of digital media in EFL classrooms. A significant portion (63.3%) responded with **Yes, but with some reservations**, while (36.7%) expressed clear and unconditional support by selecting **Yes, definitely**. Only one student (3.3%) stated that he/she **would not recommend** increased use, and **none were unsure**. This overwhelmingly positive response suggests that students generally recognize the value of digital media in enhancing their language learning experiences.

level of agreement with each statement below

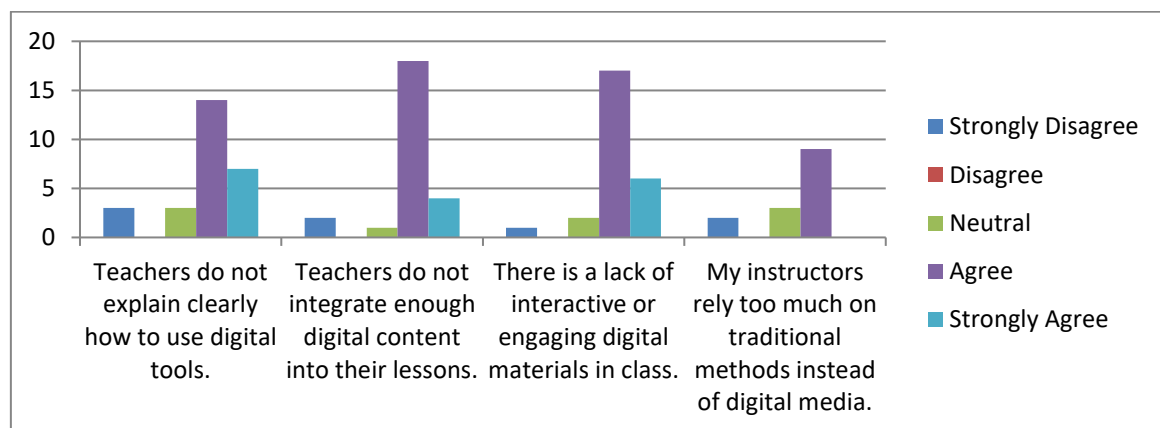
Question11: Please indicate your level of agreement with each statement below:

(1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4= Agree | 5 = Strongly Agree)



Bar charts 2.1: Technical Challenges

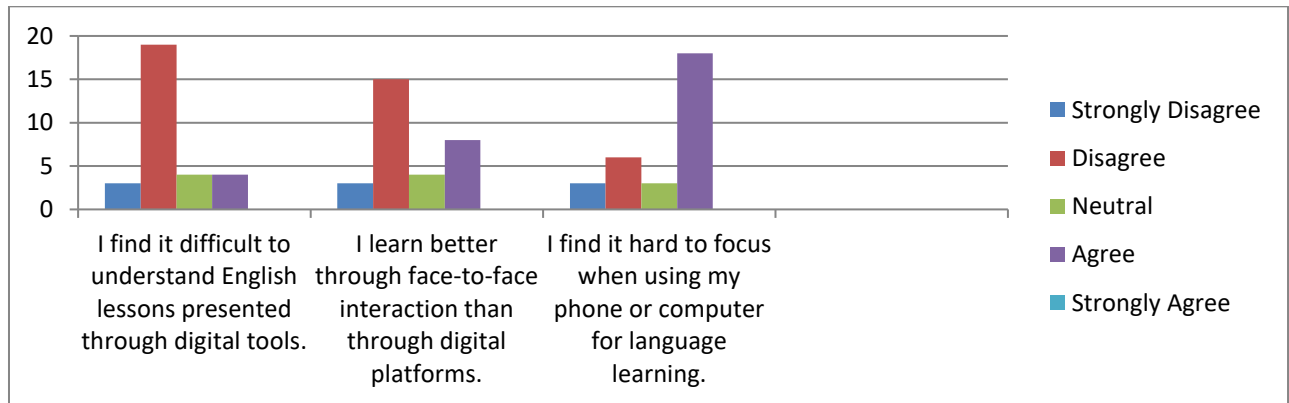
The survey responses reveal several challenges related to the technical aspects of online learning. Many students agree that they experience poor or unstable internet connections during online classes, highlighting connectivity as a significant barrier. While most have access to devices for online learning, there is still a concern among some students who report occasional lack of access to necessary technology. Additionally, technical issues, such as app crashes and login problems, are a common frustration for many students, further disrupting the learning experience. Finally, a large number of students feel that the university does not provide adequate technical support, indicating a need for improved IT resources and assistance.



Bar charts 2.2: Pedagogical Challenges

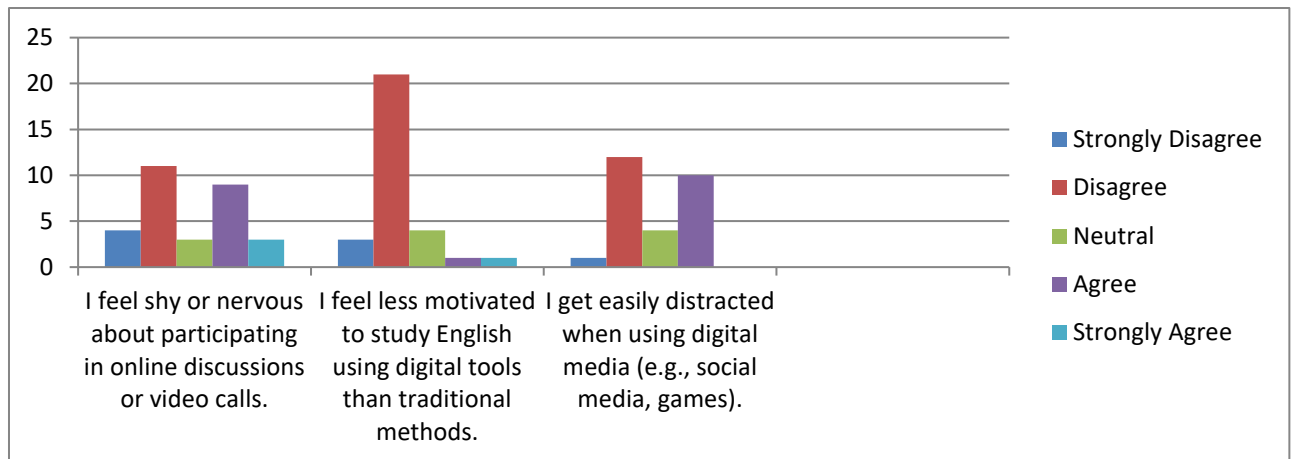
The survey responses suggest mixed opinions about the integration of digital tools in the classroom. Most students disagree that teachers fail to explain how to use digital tools, with a significant number agreeing that explanations are generally clear. However, there is a strong belief that digital content is not sufficiently integrated into lessons, with many students agreeing that more digital content could be included. A notable number of students also feel that there is a lack of interactive or engaging digital materials in the classroom. Finally, a majority of students believe that instructors still rely too much on

traditional methods rather than incorporating digital media. Overall, these responses suggest that while some progress has been made, there are still gaps in effectively using and integrating digital tools to enhance learning.



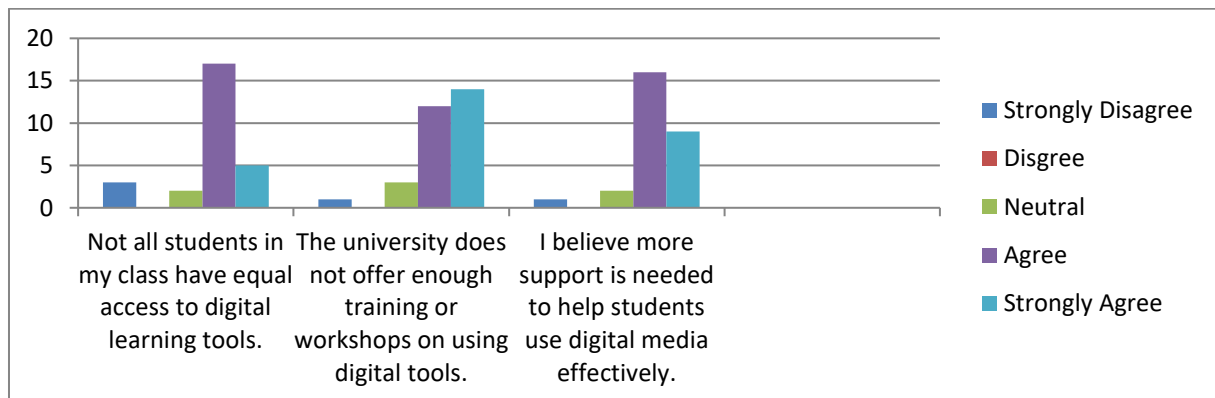
Bar charts 2.3: Cognitive and Learning Challenges

The survey responses suggest varying levels of comfort and preference when using digital tools for language learning. Most respondents do not find it difficult to understand English lessons presented through digital tools, indicating that digital platforms are generally effective in delivering content. However, there is a noticeable preference for face-to-face interaction, as many respondents agree that they learn better in traditional classroom settings compared to digital platforms. When it comes to focus, a majority of respondents do not struggle to concentrate while using their phones or computers for language learning, suggesting that for many, digital tools do not pose significant challenges in maintaining focus. Overall, while digital tools are seen as effective, face-to-face interaction remains preferred by some, and distractions are not a major concern for most learners.



Bar charts 2.4: Motivational & Psychological Challenges

The survey responses reveal diverse attitudes toward digital tools in language learning. Most respondents do not feel shy or nervous about participating in online discussions or video calls, suggesting comfort with digital communication platforms. In terms of motivation, there is a strong belief that digital tools do not reduce motivation to study English, with many participants preferring them over traditional methods. However, when it comes to distractions, while many respondents do not get easily distracted, there is still a concern among some that digital media, such as social media and games, can divert their attention. These findings indicate that while digital tools are largely viewed positively, issues like distractions remain relevant in the learning process.



Bar charts 2.5: Accessibility & Institutional Support Challenges

The survey responses reveal that unequal access to digital tools, insufficient training, and a need for additional support are major challenges in EFL classrooms. A significant number of respondents highlighted that many students lack equal access to technology, and there is a perceived gap in professional development opportunities for both teachers and students. This suggests that training programs, better access to resources, and increased support for both students and educators are crucial for effective digital media integration.

Question12: What are the main challenges you personally face when using digital media to learn English?

The primary challenges encountered by students when utilizing digital media to learn English are primarily related to inadequate or nonexistent internet access, a concern frequently mentioned, as well as limited access to devices such as laptops due to financial constraints. Additionally, several students reported difficulties with using apps and digital tools, attributing these challenges to a lack of experience or understanding. Furthermore, distractions both mental and from entertainment applications were prevalent, and a number of students expressed struggles with motivation and focus. Notably, only one respondent indicated no challenges. This underscoring that, technical, financial and personal barriers significantly affect the effectiveness of digital language learning.

Question13: How do technical problems (internet, devices, app access) affect your learning?

The responses highlight that technical problems, particularly issues with internet access, device availability, and app functionality, have a negative impact on students' learning. Many students mentioned that such problems create distractions, interrupt the learning process, and hinder their ability to access educational resources. Weak or unreliable internet connections were frequently cited as barriers, leading to frustration, wasted time, and difficulty using learning apps. Some students indicated that these challenges make learning difficult, while others noted that lack of access in classrooms and libraries exacerbates the issue. However, a small number of respondents stated that these issues did not significantly affect their learning, as they have learned to adapt. Despite some variations in the degree of impact, it is clear that technical difficulties can cause frustration, wasted time, and hinder progress, particularly when they lead to a lack of concentration and access to essential tools for learning.

Question14: Do you feel confident using digital platforms like Zoom, Moodle, or Google Classroom? Why or why not?

The responses reveal a positive overall sentiment towards using digital platforms like Zoom, Moodle, and Google Classroom, though there are some mixed opinions. Many students expressed confidence in using these platforms, citing reasons such as ease of use, the ability to access information easily, and the personalized learning experience they offer. Several respondents appreciated the convenience of studying from home and the platforms' capacity to provide detailed and logical answers, making learning more

efficient. Additionally, some students mentioned that these platforms helped them feel more comfortable and free in their learning, particularly due to the flexibility they provide. However, there were also a few students who felt shy or anxious about using these tools, particularly in group settings, which affected their confidence. Privacy concerns were also raised by a small number of respondents, highlighting potential fears of digital security. Despite these concerns, the majority of students emphasized that these platforms made learning easier and more accessible, showing a clear preference for digital tools over traditional methods.

Question15: What could your teachers or university do to help you use digital media more effectively?

The responses suggest that students have several recommendations for their teachers and university to help them use digital media more effectively. A recurring theme is the need for greater integration of digital media in the classroom. Many students expressed that teachers should incorporate digital tools more regularly into lessons and provide practical training on how to use them. Some respondents specifically suggested that university should offer more training on digital media, particularly during the first year, to equip students with the necessary skills.

Additionally, access to digital resources was highlighted as an important need. Several students mentioned the importance of providing internet access in libraries, offering laptop rooms, and ensuring reliable internet connectivity throughout campus. There were also calls for the provision of digital tools such as projectors or devices to enhance learning.

Another suggestion was to shift away from traditional teaching methods, with students encouraging the use of digital media to motivate and engage learners more effectively. Some respondents even recommended that teachers bring in external digital content like YouTube videos to help explain concepts better.

Despite these suggestions, a few students noted that their university does not currently support digital media integration, pointing to a lack of infrastructure and resources as an obstacle. Overall, the responses indicate a strong desire for more training, infrastructure, and integration of digital media to improve learning outcomes.

Question16: Has digital media improved your English language skills in any way? Explain.

The majority of students reported that digital media has significantly improved their English language skills in various ways. A common theme is the enhancement of listening and speaking skills, with students mentioning activities such as listening to podcasts, watching movies and series through platforms like YouTube and TikTok, and engaging with real conversations with their peers. These activities were praised for helping students improve their vocabulary, pronunciation, and overall comprehension.

In addition, students highlighted that digital media provides a wide range of resources to aid language learning, such as apps and online platforms that offer tailored exercises, quizzes, and interactive content. These resources helped students improve their writing and reading skills, with some students specifically mentioning subtitles as a helpful tool for understanding language use and improving writing accuracy.

Some students acknowledged that while digital media is beneficial for certain skills, particularly listening and speaking, they still faced challenges in areas like writing and reading which they felt required more focused practice. However, many expressed confidence in their overall language development, noting that digital media exposed them to the language more frequently and allowed them to learn at their own pace.

Overall, the responses suggest that digital media has had a positive and comprehensive impact on students' English language skills, especially in the areas of vocabulary acquisition, listening, and speaking, while also offering opportunities for improvement in writing and reading through targeted learning tools.

Generally, while some students face challenges such as shyness or privacy concerns, the widespread comfort and satisfaction with digital platforms in learning environments suggests a strong acceptance of technology in education.

2.4.2 Semi-structured Interviews analysis

Section 1: Personal Views and Teaching Experience

This section aims to explore the teacher's personal opinions, confidence levels, and experiences related to using digital media in EFL (English as a Foreign Language) classrooms. It focuses on how digital tools affect student engagement and learning from the teacher's perspective.

Question01: As a teacher of foreign language what is your overall opinion about the use of digital media in EFL classrooms?

The responses collected from teachers reveal a unanimously positive attitude toward the use of digital media in EFL classrooms, with teachers describing it as necessary, beneficial, and fundamental to language teaching. Teachers highlighted its effectiveness in enhancing both language and content learning, referring to it as an innovative and modern approach to instruction. So the overall opinion of teachers is clear: digital media is not only a supportive tool but a central component of contemporary EFL pedagogy. This suggests strong practical endorsement.

Question02: In your experience, how do students respond to the use of digital tools in the classroom?

The teachers' responses regarding how students respond to digital tools in the classroom show a clear and consistent trend: students generally respond positively. All six responses reflect this view, with teachers noting increased motivation, interest, engagement, and interaction, and observed that digital tools not only enhance student attitudes but also support their language practice and content acquisition, indicating that these tools contribute to both cognitive and emotional aspects of learning. Students are receptive to digital tools, which enhance their learning experience and foster active participation.

Question03: Do you feel confident in using technology in the classroom? Why or why not?

The responses indicate a strong overall sense of confidence among teachers in using Technology in the classroom, with five out of six expressing clear affirmation. The reasons given highlight both personal familiarity and student-centered outcomes, such as increased

engagement, interest, and positive reactions from learners. One teacher linked their confidence to the availability of the know-how and access to necessary tools, while another teacher emphasized the transformative impact of technology on teaching experiences. Only one teacher expressed conditional confidence, noting that it depends on the type of digital media is used, which suggests that confidence may vary based on familiarity with specific tools. The responses reflect a shared belief that technology is both beneficial and well-received, contributing positively to teachers' willingness and ability to integrate it into their practice.

Question04: From your perspective, how do digital media impact your students' learning outcomes or engagement?

The responses show a strong consensus that digital media have a positive impact on students' learning outcomes and engagement. Teachers consistently described digital tools as beneficial, using phrases such as fruitful results, positive way, and considerable impact. Several teachers emphasized that digital media not only enhance engagement but also make learning more efficient by saving time and effort. One teacher noted that innovative methods aligned with students' preferences and learning styles increase their motivation and interest. Although one teacher response described the impact as only a little bit better, even this acknowledges an improvement. Overall, the data suggest that teachers perceive digital media as an effective means of enhancing both the quality and engagement level of student learning in the EFL classroom.

Question05: Are there specific tools or platforms you find especially useful or not useful in your EFL classes?

The responses reveal that teachers use a variety of digital tools and platforms in their EFL classes, with a general preference for user-friendly and engaging resources. Platforms such as YouTube, E-books, AI tools, chatbots, and apps like Cake were mentioned positively, suggesting that multimedia content and interactive technologies are valued for their ability to support language learning. Social media platforms, including LinkedIn, were also cited, highlighting their potential for real-world language exposure and professional engagement. However, one teacher expressed concern about Moodle, noting that many students find it too complex and difficult to use effectively. Overall, the responses emphasize the importance of selecting platforms that are not only educationally effective but also easy for both teachers and students to navigate.

Question06: What strategies have you used to overcome challenges when using digital media in the classroom?

The responses indicate that teachers generally rely on backup strategies to cope with challenges related to digital media use in the classroom. Three teachers suggest a common approach: preparing a “Plan B” or reverting to traditional methods when technology fails. This reflects a pragmatic mindset among educators, who anticipate potential technical issues and ensure that lessons can continue without disruption. The emphasis on alternative planning highlights the persistent issue of technological unreliability or limited support in EFL classrooms.

Question07: What recommendations would you give to improve the integration of digital media in EFL education?

The responses offer thoughtful and practical recommendations for improving the integration of digital media in EFL education, with a strong emphasis on professional training. Most teachers stressed the need for training teachers and in some cases students as well to effectively use digital tools. Suggestions also included improving classroom conditions, updating syllabi and teaching programs to align with the digital age, and providing reliable resources and internet access. One teacher emphasized the importance of selecting engaging, learner-centered media that support communication and cater to students’ diverse learning styles and expectations. Collectively, these recommendations reflect a comprehensive understanding of the pedagogical, technical, and infrastructural needs required to successfully integrate digital media into EFL classrooms.

Section 2: Practical Implementation, Challenges, and Support

This section investigates the practical side of integrating digital media in teaching. It focuses on access to technology, frequency of use, training, challenges faced, and the types of support that teachers might need to use digital tools more effectively.

Question01: How would you describe your current access to digital tools and technology in your classroom?

The responses of teachers regarding access to digital tools and technology in the classroom indicate that availability is generally limited or conditional. Most teachers described their access as limited, less than average, or average, with only one teacher viewing it as acceptable and dependable. Several teachers noted that access varies depending on factors such as the lesson type, module objectives, learner characteristics, class size, and timing, suggesting that digital integration is not yet fully consistent or guaranteed. The mention of the need for internet access further highlights infrastructure

challenges. Overall, the responses reflect a reality where teachers are willing to use digital tools, but their ability to do so is often restricted by external factors.

Question02: How often do you use digital media in your lessons, and for what purposes?

The responses show varying frequencies in the use of digital media in lessons—ranging from rarely to regularly and often— indicating that while some teachers use it consistently, others do so only occasionally. The purposes for using digital media are diverse and generally pedagogical, including delivering lessons, explaining content, organizing tasks, preparing materials, and facilitating classroom discussions. One teacher also emphasized using digital tools to shackle off routine and increase engagement, highlighting a desire to make lessons more dynamic and interactive. Tools such as: PDF documents and digital question prompts (selecting questions). The overall trend suggests that digital media is used strategically to support instruction, with a focus on content delivery, engagement, and classroom management.

Question03: What are the main challenges you face when trying to integrate digital media into your teaching?

The responses reveal several significant challenges that teachers face when attempting to integrate digital media into their teaching, with a clear emphasis on infrastructure and resource limitations. Common issues include a lack of digital tools such as having only one data projector available, no computer lab, or generally poor materials. Inadequate classroom conditions and unreliable internet access further hinder effective implementation. One teacher also noted the difficulty in selecting appropriate digital tools, pointing to a technical and pedagogical challenge in matching tools to instructional goals. Overall, these responses highlight that despite the willingness to use digital media by teachers, insufficient resources and logistical constraints remain major barriers to its consistent and effective use in EFL classrooms.

Question04: Have you ever faced technical difficulties during a lesson? How did you handle them?

The responses indicate that technical difficulties are a common experience among teachers when using digital tools during lessons. All five teachers reported encountering such problems, ranging from minor disruptions to major issues that consumed most of the lesson time. Strategies for handling these difficulties varied: some relied on external help (e.g., calling someone to fix the issue), while others teachers adapted by continuing without the technology or using a backup plan (Plan B). One teacher admitted to sometimes failing

to resolve the issue, particularly with equipment like the data show, highlighting the need for better technical support and training.

Question05: Are there any institutional or administrative barriers that affect your ability to use digital media?

The responses show a mix of perceptions regarding institutional or administrative barriers to using digital media, with some teachers reporting no such obstacles while others highlight significant challenges. While two teachers clearly stated no or not really, others pointed to infrastructural shortcomings, such as the limited availability of data projectors and the lack of dedicated labs. One teacher specifically noted that classrooms and curricula are not aligned with a digital approach, suggesting a systemic gap between digital teaching methods and institutional readiness. Another teacher mentioned that although the administration is aware of these problems—such as the absence of a lab—no action has been taken. Overall, the responses indicate that while not all teachers experience administrative barriers, those who do face persistent and unresolved limitations that hinder the effective use of digital media.

Question06: Do you feel that time constraints (planning, preparation, class time) affect your ability to use digital tools effectively?

The responses suggest that time constraints are a significant barrier to the effective use of digital tools in the classroom for most teachers. Five out of six s explicitly teacher affirmed that factors such as planning, preparation time, and limited class time impact their ability to integrate technology. One teacher also mentioned the unreliability of technological tools, compounding the time-related challenges and further hindering smooth implementation. Only one teacher stated that time constraints are not a major issue. Overall, the responses reflect a clear consensus that time management and tool reliability are critical issues that must be addressed to improve the practical integration of digital media in EFL teaching.

Question07: Have you received any formal training or professional development in using educational technology?

The responses reveal that the majority of teachers have not received formal training or professional development in using educational technology. Out of six participants, four clearly stated they had not received any such training, with one noting “not yet,” implying interest or expectation for future opportunities. Only two respondents confirmed having received training. This indicates a significant professional development gap, which may

impact teachers' confidence, effectiveness, and consistency in integrating digital tools into their teaching.

Question08: What kind of support (technical, training, resources) would help you integrate digital tools more effectively?

The responses indicate that teachers recognize the need for comprehensive support to effectively integrate digital tools into their teaching. Several teachers emphasized the importance of training, including special instruction on ICT integration and tutorials on using platforms, software, and educational games. Others teachers highlighted the need for technical support to address and overcome technological issues during lessons. Additionally, access to appropriate resources was mentioned as essential. One teacher succinctly captured this need by stating all, suggesting that effective digital integration requires a combination of training, technical assistance, and material support. Overall, the responses reflect a clear demand for institutional investment in professional development, infrastructure, and guidance, all of which are crucial to enhancing the use of digital media in EFL classrooms.

2.5 Discussion of the findings:

This subsection presents the results of the study in light of the proposed hypotheses.

- 1 Both EFL teachers and students face significant challenges in integrating digital media in Third-Year LMD classrooms.
- 2 The integration of digital media tools has a positive impact on students' language learning experiences and improves their academic performance in EFL settings.
- 3 The implementation of targeted training programs and collaborative strategies can effectively reduce the challenges to digital media integration for both EFL teachers and students.

The study investigated the use of digital media in third-year LMD EFL classrooms, with a focus on both teachers' and students' perspectives. The findings revealed that their integration is hindered by several challenges. These include unreliable internet access, lack of equipment such as projectors and computer labs, outdated infrastructure, and insufficient digital resources. Many teachers also noted a lack of institutional support and formal training, making it difficult to confidently integrate new technologies. Time constraints related to lesson preparation and class duration further limited the consistent use of digital media. Despite these obstacles, the study confirmed that digital media have a strong positive effect on student engagement, motivation, and academic performance, especially

when using interactive tools such as videos, apps, and language platforms. Both teachers and students benefit from these tools, which promote learner autonomy and active participation. Furthermore, the results emphasize the importance of providing targeted training and institutional support. Teachers recommended workshops, access to digital resources, and more collaborative strategies to ensure effective and consistent use of technology in language teaching and learning.

2.6 Recommendations:

To ensure effective integration of digital media in EFL classrooms, several actions are recommended. First, institutions should invest in improving digital infrastructure by providing reliable internet access, up-to-date equipment, and dedicated computer labs. Second, both pre-service and in-service teacher training programs should include practical training on educational technology and digital tool implementation. Regular workshops can build teacher confidence and technical competence. Additionally, teaching programs and syllabi should be updated to align with modern digital practices and learner needs. Additionally, user-friendly platforms and learner-centered digital content should be prioritized to maximize engagement, autonomy, and skill development among EFL learners.

Moreover, to support the sustainable use of digital media, institutions should establish clear guidelines and policies that promote responsible and ethical use of technology in the classroom. Technical support teams should be available to assist educators and troubleshoot common issues promptly, reducing downtime and frustration. Encouraging the integration of blended learning models—combining face-to-face instruction with digital tools—can create more flexible and adaptive learning environments. Additionally, incorporating feedback from both teachers and students can help refine digital practices and ensure they are practical, relevant, and effective in meeting learning objectives. Ensuring content is culturally appropriate and linguistically accessible further enhances inclusivity and learning outcomes for diverse EFL learners.

Conclusion:

This chapter analyzed the findings from both student questionnaires and teacher semi structured interviews to assess the integration of digital media in EFL classrooms. The results confirmed several challenges, including limited access to resources, lack of training, and institutional constraints. However, the data also revealed several positive impacts of digital tools on student engagement, motivation, language learning experiences and skill

development, but effective integration is still hindered. Addressing these hindered through targeted support and professional development is essential to fully realize the potential of digital media in language education.

General Conclusion

General conclusion

Currently, digital media plays a growing role in education, offering various tools that enhance language learning and classroom interaction. In EFL classrooms, resources such as videos, apps, and online platforms can support skill development and foster student engagement. However, despite its recognized potential, the integration of digital media still faces significant challenges. Many EFL teachers and students encounter barriers such as limited access to technology, lack of training, and insufficient institutional support. In light of these issues, this research aims to explore the obstacles that hinder the effective integration of digital media and suggests practical strategies to improve its implementation in language education. The research is guided by the following questions:

1. What are the main challenges faced by both of EFL teachers and students in integrating the digital media in Third-Year-LMD classrooms?
2. How do digital media tools impact students language learning experience and academic performance?
3. What strategies can teachers and students do to overcome the challenges to effective digital media integration in EFL classrooms?

Based on these questions, the researcher developed the following hypotheses:

1. Both EFL teachers and students face significant challenges in integrating digital media in Third-year LMD classrooms.
2. The integration of digital media tools has a positive impact on students' language learning experiences and improves their academic performance in EFL settings.
3. The implementation of targeted training programs and collaborative strategies can effectively reduce the challenges to digital media integration for both EFL teachers and students.

The research is divided into two chapters. The first chapter, the theoretical part, discusses the first variable provides a definition of digital media, including historical overview of digital media integration in language learning, scope, types, and the role of digital media in EFL learning. Addressing the multimedia input and language skills development and the benefits, Challenges in integrating digital media into EFL classrooms.

The second part, the practical part, deals with the sample, tools, data analysis, and discussion of the findings. This section analyzes semi structured interviews conducted with teachers and questionnaires administered to a sample of 30 Third-year LMD students of english department at the University of Ghardaia. Aiming either to refute or accept one of the hypotheses. The questionnaire explores the attitudes of EFL learners towards integrating the digital media in EFL classrooms the benefits and the chellengrs they face, and the obstacles encountered while using it. The semi structured interviews with teachers investigate their opinions and views on itegrating the digital media into EFL classroom and identifying benefits and the integration challenges.

Regarding the first hypothesis, both EFL teachers and students face significant challenges in integrating digital media in Third-year LMD classrooms. And results indicate that both EFL teachers and students face several obstacles when trying to integrate digital media into Third-year LMD classrooms. These include limited access to equipment, poor internet connectivity, lack of institutional support, and insufficient training in using digital tools effectively. Thus, the first hypothesis is confirmed.

According the second hypothesis, The integration of digital media tools has a positive impact on students' language learning experiences and improves their academic performance in EFL settings. The data strongly suggest that the integration of digital media tools has a positive effect on students' language learning experiences and academic performance. Both teachers and learners emphasized the enhancement of engagement, motivation, and comprehension when using digital tools. Thus, the integration of digital media contributes significantly to both academic development and learner-centered instruction, and the second hypothesis is therefore confirmed.

As for the third hypothesis, the implementation of targeted training programs and collaborative strategies can effectively reduce the barriers to digital media integration for both EFL teachers and students. The study reveals that the implementation of targeted training programs and collaborative strategies is essential for overcoming barriers to digital media use. Teachers stressed the need for professional development, better classroom conditions, and revised syllabi that align with technological advancement. Students also indicated that technical guidance, stable internet access, and institutional support would enhance their ability to benefit from digital tools. These recommendations show that practical solutions exist and,

if applied, could effectively reduce or eliminate many of the existing obstacles. Hence, the third hypothesis is also confirmed.

In conclusion, while digital media holds clear potential to enhance EFL teaching and learning in Third-year LMD classrooms, this research highlights that both students and teachers face significant challenges. But the overall attitude remains positive, showing that with targeted training, improved infrastructure, and strategic support, digital media can be more effectively integrated into EFL education.

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Appendices

Appendices

Appendix 01

Students' Questionnaire

Please Answer the following Questions

1 Age:

2 Gender: ☐ Male ☐ Female

3 Do you own a smartphone, laptop, or tablet? ☐ Yes ☐ No

4 How often do you use digital media for learning English?

☐ Daily ☐ Weekly ☐ sometimes ☐ Never

5 Which of the following digital tools have you used for learning English?

☐ Youtube ☐ Grammarly ☐ Duolingo

☐ Google classrooms ☐ zoom ☐ Whatsapp/Facebook

Other:

6 How does digital media influence students' motivation to learn English?

☐ Increases motivation significantly ☐ Increases motivation to some extent

☐ No impact on motivation ☐ Decreases motivation

7 How would you rate the impact of digital media on developing students' language skills?

1 Speaking skills

☐ Very helpful ☐ Somewhat helpful ☐ Neutral ☐ Not helpful

2 Listening skills

☐ Very helpful ☐ Somewhat helpful ☐ Neutral ☐ Not helpful

3 Reading skills

☐ Very helpful ☐ Somewhat helpful ☐ Neutral ☐ Not helpful

4 Writing skills

☐ Very helpful ☐ Somewhat helpful ☐ Neutral ☐ Not helpful

8How has the use of digital media affects classroom engagement?

☐ Greatly increases student engagement ☐ Somewhat increases student engagement

☐ No change in student engagement ☐ Decreases student engagement

9How much do digital media tools support personalized learning in your classroom?

☐ Strongly supports personalized learning ☐ Somewhat supports personalized learning

☐ Do not supports personalized learning ☐ Not sure

1 0How would you rate the overall effectiveness of digital media in enhancing EFL learning?

☐ Very effective ☐ Somewhat effective ☐ Neutral ☐ Not effective

1 1Would you recommend using digital media more frequently in EFL classrooms?

☐ Yes, definitely ☐ Yes, but with some reservations

☐ No, I would not recommend it ☐ Not sure

1 2Please indicate your level of agreement with each statement below:

(1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4= Agree | 5 = Strongly Agree)

Technical Challenges

Statement	1	2	3	4	5
I experience poor or unstable internet connection during online classes.					
I do not always have access to a device for online learning.					
I face frequent technical issues (e.g., app crashes, login problems).					

My university does not provide enough technical support.					
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Pedagogical Challenge

Statement	1	2	3	4	5
Teachers do not explain clearly how to use digital tools.					
Teachers do not integrate enough digital content into their lessons.					
There is a lack of interactive or engaging digital materials in class.					
My instructors rely too much on traditional methods instead of digital media.					

Cognitive and Learning Challenges

Statement	1	2	3	4	5
I find it difficult to understand English lessons presented through digital tools.					
I learn better through face-to-face interaction than through digital platforms.					
I find it hard to focus when using my phone or computer for language learning.					

Motivational & Psychological Challenges

Statement	1	2	3	4	5
I feel shy or nervous about participating in online discussions or video calls.					
I feel less motivated to study English using digital tools than traditional methods.					
I get easily distracted when using digital media (e.g., social media, games).					

Accessibility & Institutional Support Challenges

Statement	1	2	3	4	5
Not all students in my class have equal access to digital learning tools.					
The university does not offer enough training or workshops on using digital tools.					
I believe more support is needed to help students use digital media effectively.					

Please write complete and honest answers.

1 What are the main challenges you personally face when using digital media to learn English?

.....

.....

.....

2 How do technical problems (internet, devices, app access) affect your learning?

.....

.....

.....

3 Do you feel confident using digital platforms like Zoom, Moodle, or Google Classroom? Why or why not?

.....

.....

.....

4 What could your teachers or university do to help you use digital media more effectively?

.....

.....

.....

5 Has digital media improved your English language skills in any way? Explain.

.....

.....

.....

Appendix 02

Teachers' Semi structured Interview

Section 1: Personal Views and Teaching Experience

Question01: As a teacher of foreign language what is your overall opinion about the use of digital media in EFL classrooms?

Question02: In your experience, how do students respond to the use of digital tools in the classroom?

Question03: Do you feel confident in using technology in the classroom? Why or why not?

Question04: From your perspective, how do digital media impact your students' learning outcomes or engagement?

Question05: Are there specific tools or platforms you find especially useful or not useful in your EFL classes?

Question06: What strategies have you used to overcome challenges when using digital media in the classroom?

Question07: What recommendations would you give to improve the integration of digital media in EFL education?

Section 2: Practical Implementation, Challenges, and Support

Question01: How would you describe your current access to digital tools and technology in your classroom?

Question02: How often do you use digital media in your lessons, and for what purposes?

Question03: What are the main challenges you face when trying to integrate digital media into your teaching?

Question04: Have you ever faced technical difficulties during a lesson? How did you handle them?

Question05: Are there any institutional or administrative barriers that affect your ability to use digital media?

Question06: Do you feel that time constraints (planning, preparation, class time) affect your ability to use digital tools effectively?

Question07: Have you received any formal training or professional development in using educational technology?

Question08: What kind of support (technical, training, resources) would help you integrate digital tools more effectively?

ملخص البحث

أصبحت الوسائط الرقمية جزءاً لا يتجزأ من بيئة التعليم الحديثة، لما توفره من فرص تعليمية مبتكرة ومتنوعة. ومع ذلك، فإن دمج هذه الوسائط داخل الفصول الدراسية يواجه العديد من التحديات التي قد تعيق تحقيق الاستفادة القصوى منها. يهدف هذا البحث إلى استكشاف الصعوبات التي يواجهها المعلمون والطلبة أثناء استخدام الوسائط الرقمية في العملية التعليمية. تم استخدام أداتي بحث أساسيتين في هذه الدراسة: استبيان موجه إلى طلاب السنة الثالثة ليسانس من قسم اللغة الإنجليزية بكلية الآداب واللغات بجامعة غرداية، ومقابلات نصف موجهة مع عدد من أساتذة القسم ذاته. شملت العينة ثلاثين طالباً وستة أساتذة. أظهرت نتائج الدراسة أن هناك وعياً متزايداً بأهمية الوسائط الرقمية ودورها في تحسين جودة التعلم، غير أن الصعوبات التقنية، مثل ضعف الاتصال بالإنترنت ونقص التجهيزات المناسبة، بالإضافة إلى ضعف التكوين في المجال الرقمي، تشكل أبرز العقبات أمام دمج فعال لهذه الوسائط في الفصول الدراسية. كما بينت الدراسة أن بعض الأساتذة لا يزالون مترددين في استخدام الوسائط الرقمية بسبب نقص الخبرة أو غياب الدعم المؤسسي. رغم هذه التحديات، عبّر المشاركون عن رغبتهم في استخدام الوسائط الرقمية بشكل أكبر، إذا ما توفرت الظروف المناسبة لذلك. وفي الأخير توصلت الدراسة إلى أن معالجة هذه الصعوبات تتطلب تدخلاً شاملاً يشمل التكوين المستمر، وتحسين البنية التحتية الرقمية، وتوفير موارد تعليمية ملائمة لمتطلبات العصر.

الكلمات المفتاحية: الوسائط الرقمية، دمج الوسائط، صعوبات تقنية